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ABSTRACT

This document presents a general review and evaluation of social work education in Florida throughout the state university system. Programs are reviewed from these institutions: Florida State University, Florida Agricultural and Mechanical University, University of South Florida, Florida Atlantic University, University of West Florida, University of Central Florida, and Florida International University. The social work programs are evaluated in terms of these criteria: (1) the clarity of their objectives and the consonance of the objectives with institutional missions; (2) the administrative organization and the leadership of the program; (3) the class and field curriculum; (4) the composition and caliber of the faculty; (5) the quality and mix of students; (6) the program's responsiveness to issues of equity and relevance with regard to ethnic minorities and women; and (7) the adequacy of the physical, financial, and faculty resources. Suggestions and recommendations are made to encourage and assist the programs in their efforts to enhance the effectiveness of their programs. The first section of the document describes the context of social work education in Florida, discusses its achievements and the issues surrounding it, and provides recommendations. The second section provides an assessment and recommendations for each of the seven Florida universities. (ABL)

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PROGRAM REVIEW OF SOCIAL WORK
STATE UNIVERSITY SYSTEM OF FLORIDA

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BOR 88-10

D R A F T

AN EVALUATIVE OVERVIEW OF SOCIAL WORK EDUCATION PROGRAMS IN
THE STATE UNIVERSITY SYSTEM OF FLORIDA

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A. Introduction

This is a follow-up program review of social work education in Florida conducted by the Board of Regents of the State University System (SUS) of Florida. The first review was conducted in 1979. As part of this review, each of the seven State Universities having a social work program prepared an extensive report which described and evaluated the principal features and components of its program. An orientation meeting for the consultants was held in January, 1988, in Tallahassee where several members of the Board of Regents staff provided background on higher education in Florida and the organization of the State University System. A lead consultant, accompanied by a staff member of the Board of Regents, and assisted by a local consultant selected by the university, visited each university. During these site visits they interviewed university administrators; faculty, students, and administrators in social work programs; and representatives of the professional social work community. The consultants received ready cooperation from the deans, directors, coordinators and faculty of all social work programs, and requests for additional data and clarification were attended to promptly and courteously. The consultants are deeply appreciative of the time, information, and assistance provided by our colleagues in social work education throughout Florida. Dr. Denise Young, Program Review Associate, Academic Programs, SUS, was an unfailing source of information and interpretation.

This report is a general review and evaluation of social work programs throughout the SUS of Florida. Each of the seven programs (FSU, FAMU, USF,

UCF, UWF, FIU, FAU) has been reviewed carefully and comprehensively. As the reports in Part II show, the social work programs were evaluated in terms of a number of criteria. These included: (1) the clarity of their objectives and the consonance of the objectives with institutional missions; (2) the administrative organization and the leadership of the program; (3) the class and field curriculum; (4) the composition and caliber of the faculty; (5) the quality and mix of students; (6) the program's responsiveness to issues of equity and relevance with regard to ethnic minorities and women; and (7) the adequacy of the physical, financial, and faculty resources.

As is to be expected, each university has its special character, and each program of social work has its special foci and strengths. The consultants have scrupulously refrained from making inter-institutional comparisons, since we believe they can be counter-productive. We have attempted to review each program with a measure of sympathy and professional objectivity. Neither the role of a critic nor that of an advocate appeared appropriate; we have endeavored to be constructive, supportive, and helpful in our observations and assessments. The suggestions and recommendations made in the institutional reports are designed to encourage and assist the programs in their efforts to enhance the effectiveness of their programs.

Although each program was assessed individually, certain broad themes and issues have emerged as a result of this study; these issues have significance for social work education throughout the state of Florida. The Deans and Directors of Social Work had thoughtfully identified a number of statewide issues in their November 1986 report. The Social Work Program Review Coordinators also developed a list of issues. These issues overlapped considerably with those identified by the consultants as salient.

These broad themes and issues and the recommendations for further improving the quality of social work programs in the SUS of Florida are discussed briefly in Part I of this report, which also presents a contextual overview of social work education in the state. Part II of the report provides institution-specific information.

B. The Context of Social Work Education in Florida

Social work education in Florida has experienced much growth and expansion since the previous Board of Regents review in 1979. Its current status can be best understood in the context of (1) the developments in social work education in the nation, and (2) the demographic and social changes taking place in Florida.

1. National Trends in Social Work Education.

Begun originally at the end of the 19th century in the form of short-term training programs and apprenticeships, social work education is now provided primarily under the auspices of colleges and universities. It is offered at the baccalaureate, masters, and doctoral levels. Social work education, like all professional education, prepares students for competent practice. It should develop in the student (1) conceptual competence, (2) technical competence, (3) interpersonal communication competence, (4) contextual competence, (5) adaptive competence, and (6) integrative competence.¹

Social work education in the United States is in a flux. Both internal pressures and external stimuli are occasioning modifications and adaptations in the way social work programs are organized in the universities today. Among the internal factors, the most important are the guidelines issued by the Council on Social Work Education (CSWE), which is the national body that sets standards for social work education in the country. In 1982 CSWE issued a Curriculum Policy Statement for the masters and baccalaureate degree programs in social work.² This statement delineates the objectives and structure of social work education at both levels. The baccalaureate is

the first level of entry into the profession, and the masters program prepares students for advanced practice. Both programs are to be founded on a liberal arts perspective. The curriculum at each level has to include content on social work values, special at-risk populations, human behavior and the social environment, social welfare policy and services, social work practice, research, and the field practicum. The baccalaureate education is generalist in nature, but the masters education must have one or more concentrations or specializations. All social work programs must maintain close, reciprocal and ongoing ties with the practice community, and all must assume and discharge their responsibility for development and advancement of knowledge.

The Commission on Accreditation of CSWE is the sole accrediting body for social work education in the United States. Its evaluative standards for assessment of the quality of programs require that (1) a program should specify its objectives and that these should be consonant with professional and institutional goals; (2) the objectives should be explicated in terms of behavioral outcomes; (3) the administrative unit of the program should have sufficient autonomy in such matters as budget, governance structure, curricular decisions, recruitment and retention of personnel, support staff, etc.; (4) both the classroom and field curricula should be consistent with the Curriculum Policy Statement and should be coherently conceptualized, effectively implemented, and regularly evaluated; (5) the full-time faculty in the program should be adequate in number and in range of expertise and qualifications in order to achieve the educational objectives of the program, and the rights and responsibilities of the faculty should be clearly spelled out; (6) the director of the program should have appropriate quali-

fications for providing leadership to the program; (7) the admissions criteria and processes should be clearly articulated and should be in accord with those of the parent institution; (8) there should be a mechanism to provide educational advisement to students; (9) the rights of students should be protected, and they should have the freedom to form an organization in their own interest; (10) the institution should have a clear policy of non-discrimination, and the social work program must make specific and continuous efforts to incorporate content on minorities and women and to include minority and female personnel at all levels of the program; and (11) the program's budgetary allocation from the educational institution should be stable and sufficient to permit program planning and implementation. Physical facilities, library resources, and secretarial services should be adequate for the program.³

In addition to the impact of internal developments, social work education is also influenced by a number of external factors. The major external factors shaping the direction of social work education in the nation are: the hiring policies of public and private social welfare agencies; the trends in fields such as health care, mental health, and gerontology, which employ a significant number of social workers; the developments and directions in cognate behavioral and social sciences; broad social movements and their underlying ideologies; the shifting priorities of funding agencies; demographic trends and the composition and career interests of students; technological innovations such as management information systems and the widespread use of computers; the educational philosophies and personnel policies of colleges and universities that house social work education; and, finally, the general societal attitude toward the weak, vulnerable, and the

more frequently at-risk segments of the population, to whom social workers have traditionally provided their services.⁴

Social work education has expanded dramatically over the past three decades. There are currently 353 accredited baccalaureate and 93 accredited masters degree social work programs in the United States. There are close to 50 universities that offer, or are planning to offer, a doctoral program in social work. In addition, over 20 graduate and undergraduate programs were granted candidacy status by the Commission on Accreditation of CSWE in 1987. Many of these programs will undoubtedly receive initial accreditation in a year or two. An additional 30 baccalaureate and ten graduate programs have indicated their intent to seek accreditation.

The expansion of social work education has been accompanied by the persistence of old issues and the surfacing of new ones. The conceptual issues of sequence, linkage, and progression between different levels of education, the distinction between the specialist and the generalist, the appropriate demarcation of the professional tasks to be performed by BSWs and MSWs, the relatively poor fit between the emphases and orientations of social work schools and the types of practitioners needed at public agencies, the declining number of minority students, and the cutback in federal funds for social work education have been sources of major concern in the field.

According to many observers, the key question for social work education today and in the foreseeable future is one of quality. There is little standard setting in continuing education programs, the quality of which varies widely. At the graduate and baccalaureate levels, the dwindling pool of applicants, declining enrollment of full-time students, lowering of

admission standards, reduced or stagnant budgets for social work educational programs, the proliferation of baccalaureate, masters, and doctoral programs, sometimes in the absence of adequate educational resources, are all factors and practices that jeopardize the quality of social work education.⁵

In spite of these problems, in recent years social work education has made impressive progress in other areas. More faculty are involved in research and knowledge development activities; graduates of social work programs are expected to be able to evaluate their own practice; issues dealing with oppressed groups have become an integral part of the curriculum; content from biological, behavioral, and social sciences is increasingly incorporated in the curriculum; and interdisciplinary and inter-professional linkages of social work education have been strengthened resulting, in many places, in the development of new dual degree programs.

2. Demographic and Social Changes in Florida

While the larger context for the development of social work programs in the SUS is provided by the national trends in social work education, the proximate factors relevant to their understanding are the demographic and social changes occurring in Florida itself. Next to its famed natural beauty, probably the most striking characteristic of Florida today is the phenomenal pace of its growth. At the time of the previous Board of Regents review, Florida was eighth in population in the country. By 1980, it passed Michigan to become the seventh. Currently it is the fourth most populous state behind California, New York, and Texas.

Florida now has a population of approximately 12 million persons. By the year 1990, the population is projected to be 12.6 million. The majority of the population will be living in South and West Central Florida.

By the end of the current century, Florida's population will be approximately 15 million, and it will include not only a large proportion of persons aged 65 and over, but also a significantly increased number of college-age persons.

The Bureau of Economic and Business Research, (BEBR) at the University of Florida, has made low, medium, and high projections of Florida's population for the period 1990 to 2020. They believe that the medium projection is more likely to be an accurate forecast of future population change than either the high or low projections. The low and high projections nevertheless suggest the range in which the future population might lie. The following are the BEBR projections.

FLORIDA POPULATION ESTIMATES FOR APRIL 1, 1985 AND
PROJECTIONS FOR 1990-2020

ESTIMATE April 1, 1985 - 11,287,932

	PROJECTIONS					
	1990	1995	2000	2005	2010	2020
LOW	12,112,300	12,829,800	13,457,500	14,081,900	14,707,400	15,911,500
MEDIUM	12,597,400	13,749,800	14,765,800	15,744,700	16,696,700	18,467,400
HIGH	13,082,600	14,667,700	16,068,500	17,397,300	18,670,300	20,995,300

In addition to the overall growth in population, changes in the population profile of Florida are also noteworthy, and each one has implications for social services⁷ and for the training of social service workers. For

example, Florida now ranks first among the states in the proportion of elderly population. The implications this demographic fact will have for housing, health, transportation, community relations, provision of leisure time activities, and other social services are quite significant.

The population of youth is also on the increase. A sizable number of children in the state live in poverty. Problems of child abuse, malnutrition and ill health, developmental disabilities, and juvenile street crime will need to be fought. As elsewhere in the nation, a disproportionately large number of black children in the state are raised in poverty level households: approximately two out of five black children in Florida are poor.

Other issues include influx of refugees, urban density, substance abuse, and restricted job opportunities. The increasing number of female-headed households further aggravates the problem. Almost one out of three female-headed households in Florida exists below the poverty line. Again, family planning, maternal and infant care, child welfare, child support enforcement, and health services for adults and adolescents need to be provided. The influx of refugees from Cuba and the Caribbean Basin add to the linguistic, cultural, and socio-economic diversity of the state. Such diversity can be a source of increased cosmopolitanism or of bitter inter-group tensions. Minorities in the state, as in the nation, will need special services with regard to employment, housing needs, medical and dental needs, family services, and so on. With a rapidly increasing population, problems of high urban density, including crime and family dislocation, are being compounded. The need for an increased supply of social services, especially in such areas as family services, mental health, and

medical services, will be felt throughout the state. The incidence of substance abuse among the youth and the disadvantaged and elderly populations is reported to be higher than in the rest of the population. A wide variety of preventive and interventive programs will need to be developed to deal with this problem. Since families and individuals in poverty, the aged, and some minority groups continue to face restricted job opportunities, a full array of social services ranging from mental health to job training programs are needed.

The point of giving these examples is to note that the explosive population growth of Florida will impact both the domain and the delivery of human services. The social and human needs of the people will have to be attended. Additionally, the cultural diversity of Florida will become more pronounced, requiring unremitting and sensitive measures that respond to the state's cultural pluralism. Human services will need to be organized in an efficient and humane fashion. Social planning, management of human resources, development and delivery of social services, and prevention and amelioration of social problems will necessarily require much attention and concerted effort.

C. Social Work Education in Florida

The previous section described the socio-demographic environment in which social work education in Florida must be planned and imparted. The growth of public social work education in Florida has mirrored the growth of the SUS which, from its original three universities to a nine-institution statewide system in a span of thirty years. For many years the only social work education programs under public university auspices in the state were

in Tallahassee -- at Florida State University and at Florida A & M University.

Currently, seven of the SUS institutions offer social work programs. Two other universities -- Barry University and St. Leo College -- are private, Catholic institutions also offering social work programs. The seven SUS institutions are: Florida State University, Florida Agricultural and Mechanical University, University of South Florida, Florida Atlantic University, University of West Florida, University of Central Florida, and Florida International University. All seven offer baccalaureate social work education. Three -- Florida State University, University of South Florida, and Florida International University -- have MSW programs. Florida State University is the only university in the SUS that offers a doctoral program. In the private sector, Barry University offers both an MSW and a PhD program, and St. Leo College has only an undergraduate social work program.

According to the SUS headcount figures, there were 654 students enrolled in the seven undergraduate social work programs in SUS in Fall, 1984. This number declined to 609 in Fall, 1985, and to 539 in Fall, 1986. At the graduate level, the three programs in the SUS that offer the MSW degree had a combined enrollment of 412 in Fall, 1984. This enrollment jumped to 445 in Fall, 1985, but declined to 384 in the fall of 1986. Although no official data were available for Fall, 1987, at the time of this report, many social work program directors reported that, after a steady decline for several years, especially in undergraduate programs, they are again experiencing a stabilization in the enrollment pattern.

1. Achievements

Social work education in Florida has made considerable strides since the last Board of Regents review in 1979. Apart from the quantitative changes (number of programs, number of faculty, etc.), there is a basic strength and vitality to social work education in the SUS. All programs are accredited by the Council on Social Work Education. The quality of students in most institutions appears to be quite good. As a group, the faculty have a record of significant practice experience across a wide range of fields and settings. A larger proportion of them possess doctoral degrees than during the previous review. More faculty are engaged in scholarly activities. Barring some inevitable exceptions, students rate most of them to be knowledgeable, stimulating, and challenging instructors. Faculty use a variety of teaching tools and instructional technologies to enrich their teaching. On all campuses faculty engage in liaison and consultation with field practicum agencies. The quality and qualifications of faculty have visibly improved, although faculty development and enrichment must continue to remain a special area of priority. Faculty productivity, measured in terms of community and institutional service, teaching effectiveness, and contribution to the advancement of knowledge through scholarly and research publications, has increased in most institutions.

The curricula of the BSW and MSW programs have been constructed in accordance with the guidelines of the Curriculum Policy Statement of the Council on Social Work Education. Faculty evaluate the curricula periodically. Often, there are opportunities for students to take courses across disciplines. In some instances, a range of electives is available to them. From time to time, new courses are introduced, and course content and

syllabi are revised regularly. Every institution has developed mechanisms to ensure faculty involvement with the students' field instruction. Social work programs now systematically attempt to measure the educational outcomes of their programs. According to the testimonies provided by community representatives, graduates of social work programs are well regarded by practitioners and employing organizations.

Social work programs in the SUS of Florida have shown both continuity and change, consolidation and growth, retrenchment and resilience. They have experienced -- and survived -- the severe cutbacks in federal assistance, as have social work programs in the rest of the nation. From the unhealthy feast of over-dependence on Title XX funds, they are now reduced to the near-famine of external assistance. Student enrollment, especially in baccalaureate programs, has peaked, declined, and apparently has stabilized at a level lower than earlier projected. In this regard, and in regard to the growing number of students who study on a part-time basis, social work education in Florida has paralleled the national trend.

Qualitative improvements in all but one undergraduate program are discernible. Every program has established vital linkages with the community in its surrounding region. In general, program objectives and curricular designs are clearly and coherently conceptualized; and programs have shown a responsible commitment to the needs and concerns of at-risk populations, especially minorities, women, the elderly, and children, and, in some cases, to the needs and problems confronting the refugees, the new immigrants, and other segments of the population that are often stigmatized and exploited.

There has been no addition of undergraduate programs under the SUS of Florida since the last review. At the graduate level, consistent with the previous Board of Regents report, two new MSW programs have been initiated in this decade; these are at the University of South Florida and Florida International University. At the doctoral level, FSU's PhD program has begun to attain national recognition as reflected by the placement of its recent graduates. In addition, Barry University, not a part of the SUS system, has also developed a Doctor of Philosophy program since 1983.

There is much inter-institutional communication among social work programs in the SUS. One of the recommendations in the 1979 review was the formation of an organization of social work education administrators in the state who would meet on a regular basis. This recommendation has been implemented, and the Florida Association of Social Work Education Administrators has been established. This group meets twice a year and reviews the current status of social work programs in the state. Two private institutions -- Barry University and St. Leo College -- are also members. This association has served to enhance linkages and relationships among the state's social work education programs.

2. Issues

The gains made by social work programs in the SUS are impressive. However, the System faces several issues at the time of this review. This section is devoted to a brief statement of these issues.

a. Scarcity of Resources. At least three significant developments of the 1980s deserve note with regard to the current condition of social work education in Florida. First, two new graduate programs -- at USF and FIU --

were launched, which required, but did not always receive, adequate new resources. Second, numerous other academic programs were also launched, particularly in the newer universities in the state, resulting in intense internal competition for sparse new dollars. This internal competition for scarce resources has been an inhibiting factor in the growth of social work programs. Commitments made in good faith to phase-in new resources frequently have not been honored as programs develop. Third, the external support dollars available to social work education in the 1960s and 1970s have essentially disappeared from the scene. While dependence on soft monies was not a healthy mode of operation, their disappearance has contributed to the continuing feeling of a resource-crunch.

Paucity of resources is a pervasive concern of social work educators throughout the state. This resource shortage manifests itself in numerous ways. In some institutions, faculty lines are few and faculty salaries are low. Graduate assistantships for students at most institutions are inadequate. In some instances, office and departmental space is quite limited. Secretarial support is pitifully insufficient in most of the programs. Travel funds are also severely restricted. It will be extremely difficult to preserve the quality of social work programs without substantial allocation of new resources.

Many university administrators recognize the contributions of social work schools or departments toward the realization of their institutions' educational and community service missions, and they acknowledge the resource crunch faced by social work departments, but they appear to take the position that the situation will be alleviated only if additional funds become available. Whether the decision is made at the state level or at

the institutional level, it is apparent that the state will not be able to develop distinguished programs of social work education in the absence of a substantial increase in resources.

Related to the funding and the formula used to generate faculty positions, it is worth observing that, until recently, social work was classified by the BOR budget office as a "low intensity" field, with the result that fewer faculty positions were allotted to social work programs than were actually needed. Now it is categorized with nursing, which is considered to be a "sister" discipline as an "average intensity" field. One would hope that with this reclassification, improved faculty-student ratios will be possible in those programs that are critically understaffed.

b. Lack of Organizational Autonomy. While responsibility for curriculum in all Florida programs is vested in the hands of the faculty and the program executives, the degree of administrative autonomy varies widely in such matters as reporting channels and control over the budget. The issue of autonomy for social work programs surfaced in the review of some institutions. Faculty in a number of other institutions noted that the absence of a departmental status for baccalaureate programs and of a school status for graduate programs was impeding the programs' growth. Faculty morale, faculty productivity, and the national visibility and prestige of a program are all adversely affected by dysfunctional administrative arrangements. It is instructive to note that 76 out of the 93 graduate programs of social work in the nation are organized as free-standing schools rather than as subunits of a larger school or division.

According to a position adopted by the deans of social work schools in the country, the minimum requirements for administrative autonomy at the

graduate level are: (1) the dean should have direct access to the university's chief academic officer, such as the provost or the vice president for academic affairs, rather than only to an intermediary such as another dean; and (2) the dean should retain primary responsibility for management of the school's budget and for personnel.⁸ The Commission on Accreditation of CSWE has recently approved a definition of autonomy which will compare the organizational status of social work programs to other professional programs in the university. In evaluating the administrative autonomy of a social work program, for example, it will ask: If other programs such as business, engineering, and law are free-standing schools, is social work accorded the same status?⁹

c. Department of Health and Rehabilitative Services (HRS) and Declassification. Perhaps the most critical external factor influencing social work education in the state is what has come to be called "declassification" of HRS positions. This is both a complex and crucial matter, and warrants discussion in the context of national trends as well as in terms of the situation in the state.

Social work is probably unique among helping professions in that a majority of persons labeled as social workers are technically without the educational and professional credentials and certification necessary for such a status. Thus, a number of newspaper stories criticizing the performance of alleged caseworkers in certain public agencies turn out, on examination, to be accounts of the failure of employees who are not professionally trained social workers.

Many states have taken a retrogressive step of downgrading the requirements for social work positions. Superficially, this trend toward declassi-

fication appears to be a step toward economizing and controlling personnel costs. However, when educational and professional requirements are lowered and when job qualifications are made much less stringent, it is difficult to retain or enforce a minimum quality of performance among human service workers. Declassification of social services personnel in several states has resulted in the erosion of standards of performance. The quality of services is compromised and people's well-being is put in greater jeopardy by the intervention of untrained human service workers.

The experience in Florida has been similar to that in the rest of the nation where declassification has been attempted. Here, the HRS, formed in 1969 and reorganized in 1975 as an umbrella organization designed to integrate the delivery of all health, social and rehabilitative services in the state, has been severely criticized for the deterioration in the quality of social services in recent years. Its decision to declassify social service positions has reduced the attractiveness of public sector jobs for professional social workers, created a crisis in public social services, adversely affected the enrollment of social work programs, and constricted the job market for trained social workers. In 1986 a panel of the National Academy of Public Administration prepared an evaluative report on the organization and management of HRS.¹⁰ It is an important document and its findings and recommendations deserve to be heeded. The report was extremely critical of HRS. It noted with alarm the heavy caseloads, the low morale, the poor salaries, the high employee turnover, and the decline of professionalism in HRS. It criticized the tendency among HRS generalists to distrust professionals.

Many of the panel's recommendations are germane to social work education in the state. After expressing its concern about the professional competence of HRS as a whole, it recommended that HRS "should stress the importance of professional qualifications and experience with regard to the recruitment and retention of departmental managers." It urged "immediate attention to increasing the training and education of personnel." While the panel was careful not to encourage what it called "categorical parochialism," it recommended that increased emphasis be placed on "clinical professional qualifications and professional experience in departmental administration."

The report recognized the centrality of training and thus recommended to the state legislature support for improved training and educational opportunities for HRS employees. Most important for social work education is the following recommendation in the report: "The Department should establish a better liaison with Florida's universities and professional institutions. Universities and professional institutions should play a key part in contributing to the professional knowledge of employees and in meeting the challenges of the Department."

As the state agency responsible for human services, the HRS policies of personnel selection and promotion of HRS and the public perceptions of HRS's effectiveness in providing human services to the citizens of Florida are of more than passing significance for social work and its educational programs in the state. The Florida Association of Social Work Education Administrators lists the relationship between social work programs and HRS as an issue; the consultants concur.

We found that the relationship between social work education and HRS at the state level historically has been somewhat strained. HRS does not recognize social work degrees as requisite for employment in the department. HRS has resisted social work educators' demand to establish specific social work degree requirements for hiring for selected HRS positions, in part because to do so would constrain HRS's ability to recruit personnel, but also in part because HRS only partially controls its own personnel system. The Florida Department of Administration, in fact, controls the hiring system to a large extent.

The relationship between HRS and social work education at the state level has been further strained by the continuing inclusion of an amount of training money in the state budget specifically earmarked for selected social work programs. This arrangement, established by the state legislature, has not been particularly satisfactory to HRS since it takes away the agency's control over the allocation of its training funds. Questions have also been raised about the impact of such training in terms of improving the service delivery system in the state. The social work programs that have been excluded in this appropriation are also less than happy with this arrangement.

d. Off-Campus Programs. The place-bound character of the population of Florida was identified as an important factor in determining the location of social work educational programs in the 1979 report. It still remains a concern, and no satisfactory solution seems to have emerged as to whether smaller schools should be started at places where there is a concentration of prospective students or whether off-campus programs that offer portable education should be expanded. This remains a continuing issue for further

exploration. Both models have some attractive features and exact some costs.

Social work education in Florida is caught up in the familiar dilemma between consolidation and growth, between qualitative enhancement and programmatic expansion. Thus, universities that already have a graduate program make a persuasive case in favor of enhancing their quality and comprehensiveness by additional allocation of resources. They claim, not without a measure of empirical support, that a cost-effective approach to serving the state's population would be for the existing programs to offer off-campus extensions. Those who offer only undergraduate programs and aspire to develop programs at the graduate level argue, with much persuasiveness, that the need of the local population is not fully served by periodic or regular off-campus offerings by faculty of institutions located elsewhere in the state. As a rule, they marshal testimonies from students, alumni, practitioners, agency executives, and members of the professional community in favor of developing graduate programs on those campuses.

In considering off-campus programs, one must recognize that it is not economically feasible to duplicate graduate programs in numerous locations. Florida does not need -- and cannot afford at this time -- seven graduate social work programs under SUS. One must recognize, however, that there are trade-offs between duplication and responsiveness to place-bound students.

e. Proliferation of Unaccredited Human Service Programs. In several parts of the country, including Florida, a number of non-descript "human service" academic programs have come into existence. Most of them do not have any standard setting or accrediting requirements. Such assorted and

undifferentiated human service programs raise questions of quality assurance, resource dilution, and credentialing. Their co-existence with social work programs in the SUS of Florida poses a threat to the quality, integrity and public image of social work education. The consultants found that social work educators, as well as a majority of university administrators in the system, were aware of the consequences of starting or supporting ill-defined human service educational programs.

f. Low Visibility of Social Work Programs. Except in the case of one or two institutions, the social work programs appear to have a low visibility on their campuses. This could be a function of the small size of the program, its newness, its administrative arrangement or the low priority it receives in the scheme of things at certain institutions. Whatever the reasons, such weak institutional presence does not help social work programs to recruit students.

g. Continuing Education. The record of social work programs in offering continuing education is mixed. Most programs recognize the need to be active in this arena, but do not have the resources to offer significant continuing education programs on a regular basis. The National Association of Social Workers regards the offering of continuing education as one of its priorities. While it may be appropriate for NASW to offer such programs, the provision of educational opportunities is primarily a responsibility of educational institutions. They have the societal mandate and the requisite experience and expertise to do so. With the availability of needed resources, it should be possible for social work programs in the SUS to discharge this responsibility.

h. Fee Waiver for State Employees. There is currently a state policy of waiving fees for public employees. This fee waiver policy allows for six tuition-free credits per semester to full-time state employees on a space available basis. This is an enlightened and progressive policy in that it provides opportunities for state employees to upgrade their knowledge and competence. Its consequences for certain social work departments and schools, however, are very negative. In one institution, for example, nearly one out of four students was a state employee, but the department or the university received no tuition for participation of these employees in the educational program in the total FTE count. For some programs, therefore, this policy has become problematic since state employees who receive waivers do not generate tuition, although they receive state funding for the FTEs. This lack of tuition credit poses particular hardships for off-campus programs.

3. Recommendations

The review and evaluation of individual graduate and baccalaureate programs in the SUS point to a number of strengths and weaknesses of social work education in Florida. These have been discussed in the foregoing paragraphs. The review of individual programs has led to a number of specific recommendations that have statewide applicability. These recommendations are presented in this section.

a. Manpower Study. Both the population and the social problems in Florida are increasing in size and complexity. As a responsive profession, social work has to provide preventive and ameliorative services to combat these problems and to meet human needs. Therefore, social work

education within SUS has a major responsibility to prepare an adequate supply of trained, competent social workers.

From every reasonable projection it appears that the need for social services, and therefore for trained social workers, will continue to expand in the state. While there is little doubt about the need, there is recurring uncertainty about the degree to which this need will be translated into demand. The state would be well-served if the leaders of social work education, in collaboration with NASW and the appropriate state bodies, including HRS, were to engage in a systematic study of the supply, need and demand for social service workers in Florida. Inasmuch as such data are critical to the planning of both social services and social work education in the state, appropriate encouragement and support from the Board of Regents seem to be in order.

b. Caution in Developing New Programs. The current resource base for social work education in Florida is inadequate to support the needs of existing programs, yet compelling pressures are being brought together to initiate new programs. The SUS therefore is in a dilemma. It may be impossible to stop the development of new graduate programs. Yet the state must proceed with caution. New programs that divert resources from existing ones should not be approved, neither should they be allowed in the absence of credible commitments by university officials to provide requisite faculty and financial resources. Adequate funding of existing programs should be given top priority. Exploration of cost-effective ways to meet additional demands for social work education should proceed simultaneously.

In January, 1985, the Board of Regents approved the "Plan for a Comprehensive University Presence in Southeast Florida." This plan commits the

SUS to the provision of a full array of undergraduate, graduate, and professional programs in the Southeast region of the state. According to this plan, a masters program in social work at FAU between 1985 and 1987 and a doctoral program in social work at FIU between 1991 and 1993 were planned. The target dates for beginning these programs have been moved further into the future. The CUP document states: "Academic programs would begin when there are sufficient funds, faculty and facilities to assure high-quality programs." The pattern of paltry support by FAU for its social work program would suggest that, even though a need for the program may be established, in terms of "funds, faculty and facilities," the program is not ready to add a graduate dimension to its offerings.

Given the reported lack of productivity of nearly half its current faculty, the recency of accreditation of its masters program, the organizational uncertainty through which it is passing, and the recurring issue of resource allocation as a consequence of its current administrative structure, FIU, too, does not appear to be in a position to initiate a doctoral program in 1991. The realistic members of its faculty and administration recognize this situation, but their hand is being forced, perhaps, by Barry University's request for state funds to provide Florida residents doctoral education at state tuition rates.

While the merit of Barry University's proposal is not a part of this review, two observations appear pertinent: (1) Support of any doctoral program in social work, whether it be at Barry University or FIU, should in no way adversely affect the allocation of resources for the PhD program at FSU. Impoverishing existing programs in order to develop or support new ones is not a wise or responsible educational policy; (2) FIU should be

given credible assurances that a funding decision on Barry University's proposal will in no way compromise the chances of its doctoral program being approved and funded when FIU is in a position to develop and implement a well-designed, high-quality doctoral program in social work. From this review, it appears that FIU has the potential to do so, but only after new faculty additions and the resolution of its current uncertain organizational and administrative position. We foresee the development of a doctoral program in the Southeast Florida region under the auspices of a public university in the next four to seven years, but not before, and only when "sufficient funds, faculty and facilities" are allocated for the program.

In general, the Board of Regents should be cautious in approving the development of new graduate programs. No new programs should be started unless an adequate provision of faculty, financial support, adequate facilities, and library resources has been assured. The state already has a number of underfinanced social work programs; the problem should not be compounded by approving undernourished new programs.

c. Linkages with Cognate Fields. As stated earlier, a number of undergraduate programs aspire to develop masters programs, and one of the MSW programs aspires to develop a doctoral program. While programmatic expansion and growth is a legitimate future aspiration, social work programs in the state should accord the highest priority to strengthening their current educational offerings. One way to do so is for social work programs at all three levels to build closer linkages with cognate disciplines and professions. Inasmuch as the complex problems of contemporary society need the insights and perspectives of multiple disciplines, social work programs

should join efforts with other professions and disciplines in exploring preventive and alleviative strategies for many of the social problems confronting Florida.

d. Seeking External Funds. The basic responsibility for providing adequate support for social work programs must rest with the universities that house these programs. However, while relying on internal university allocations for their basic support, social work programs in the SUS should give attention to seeking additional funds from external public and private sources. The deans and directors of the programs should provide the leadership in such efforts. In addition to preparing training, research, and demonstration grants for support from outside the SUS system, programs should attempt to build strong alumni organizations. The loyalty of alumni is one of the remarkable features of American higher education; social work programs in Florida should invest efforts in the development of alumni associations as a means of future fiscal, professional, and political support.

With regard to generating resources, social work programs should follow a diversified approach to fund-raising. In addition to university and state support, they should, with appropriate institutional backing, seek and cultivate support from foundations, the corporate community, alumni, and from social agencies which at one time used to provide stipends to their employees who pursued professional education. The social work educational community should develop contacts with philanthropic leaders in their respective communities.

e. Secretarial Support. The clerical and secretarial staff support for social work programs in the state is woefully inadequate; it should be

increased. Social work faculties are expected not only to teach and engage in scholarly writings, they also have a rather labor-intensive system of student advisement. Furthermore, they must develop and sustain a vital relationship with the practice community and social agencies. It is in these social agencies that the field practicum training of students takes place. Correspondence with agencies alone consumes a significant amount of secretarial time. Thus, the need for clerical and secretarial support in social work programs should not be considered comparable to the need in the more academic liberal arts disciplines.

f. Physical Facilities. The physical space assigned to social work programs in the SUS is of a highly variable quality. In many cases, there is a shortage of adequate office space, well-designed classrooms, and other physical facilities and resources needed for the programs' adequate functioning. In such cases, the existing facilities should be expanded, upgraded or replaced.

g. Faculty Salaries. In some universities, the salaries of social work faculty were reported to be below the institutional or regional average. If this situation persists, programs will be at risk of losing superior faculty. Recruitment of new faculty will also become more difficult. Thus, improving the salary scale of social work faculty should be accorded statewide priority.

h. Faculty Development. The vast majority of the social work faculty in the SUS elicit the admiration and esteem of their pupils and colleagues. There are also cases, however, where individual faculty have not measured up to institutional expectations in terms of teaching competence, scholarly productivity, or community and institutional service. As the number of

tenured faculty increases, and as new faculty are hired, measures for faculty development and enrichment will assume greater importance in each institution and in the SUS as a whole. It is critical that the talents and energies of all faculty are fully utilized. Thus, imaginative and generous efforts at faculty development should be launched in all programs in the system. Travel funds in practically every institution were reported to be severely limited. Such funds should be considered part of faculty development and should be especially available to junior faculty.

i. Financial Assistance to Students. In most cases, financial assistance for students in social work programs is inadequate. Not long ago, a large majority of students in social work schools were supported by public and private agencies. That picture has changed radically. Students are now forced to accept part-time or full-time jobs, borrow monies, and stagger their education in order to afford university education. Professions like social work, where the beginning salaries are notoriously low, do not offer many financial incentives. Yet the society needs an adequate supply of trained social workers if we are to make any dent on the perplexing social problems afflicting the state and the nation. Social work programs will not be able to attract the requisite number of talented and idealistic students, including those from minority communities, without increasing the number and level of assistantships, scholarships, tuition waivers, and other forms of financial assistance for students in the baccalaureate, masters and doctoral programs in the SUS. Thus the quantum of financial assistance to students should be increased statewide.

j. Administrative Autonomy. Social work programs must be accorded a measure of administrative autonomy that is consistent with the national

norm. The vast majority of graduate social work programs in the United States are organized as independent schools. The chief administrative officer is called a dean and reports directly to a university provost or vice president for academic affairs. Graduate social work programs in Florida should gradually move to acquire the same organizational status. At the undergraduate level, social work programs should be accorded a departmental status, with a chairperson who provides leadership and direction to the program.

k. Relationship with HRS. Both nationally and in the state, the quality of public social services remains a source of continuing concern. Without being melodramatic, one might assert that public social services in Florida are in crisis. They suffer from a chronic shortage of financial resources and have inflicted upon themselves an added wound by lowering the standards and qualifications for employment and promotion. Historically, social work education has played a crucial role in the planning and delivery of public social services. Social work programs in the SUS of Florida cannot escape this responsibility, even though the task is daunting, authorities in HRS are allegedly unresponsive, and a perverse and short-sighted policy of economizing expenditures by ignoring human capital seems to be well-entrenched. The Florida Association of Social Work Education Administrators should make the matter of declassification of social service positions by HRS an item of immediate concern. In collaboration with NASW and university officials, they should engage in discussions with HRS until a successful resolution or repeal of this policy is achieved.

The relationship between HRS and social work education programs at the district level seems to be reasonably good in many instances. The statewide

relationship between HRS and social work education, however, needs considerable improvement. The deans and directors of social work programs need to join with each other in a concerted and planned effort to enhance this relationship. They ought to provide leadership in conceptualizing and developing ways of impacting the state's social services manpower utilization pattern.

Social work programs in the Florida system must work collectively, persistently, and patiently to re-establish the grant/contract support they once enjoyed from HRS. Appropriate public agencies in the state should join the social work programs in efforts to (a) upgrade the training and competence level of existing staff in HRS, and (b) obtain training and evaluation funds from HRS for social work programs.

Inasmuch as HRS is reluctant to award training funds to social work schools and departments, perhaps it is pragmatically appropriate to keep intact the legislative imperative that HRS training funds be made available to social work schools. However, university administrators and, if appropriate, the Board of Regents should attempt to change the language of the legislation so that all accredited social work programs at both the undergraduate and graduate levels are eligible for these funds and eligible to offer these training programs.

Pending a further reorganization of HRS or a revision of its policies, it would appear that the greatest prospect for productive relationships between social work programs and HRS exists at the district level. Here, the focus of these relationships should be the training of HRS staff. A reconsideration of the way the dollars are appropriated is in order; an equitable distribution of dollars to social work programs statewide must be

assured. With the understanding that all accredited social work programs will be eligible to receive these funds or will be awarded these funds, a number of possible areas suggest themselves for which such funds could be productively used. For example, programs could offer in-service training to HRS employees through contractual arrangements at the district level between social work programs and HRS districts. Such in-service training programs could be offered in particular fields of service (for example, child welfare) or in particular modalities of intervention (for example, clinical practice, management, evaluating service delivery, etc.). A portion of these dollars could be used for support of an HRS educational leave and stipend program to allow a greater number of HRS personnel to seek and receive social work education. Similarly, a portion of the funds could be designated for university-based stipends or scholarships at both the undergraduate and graduate levels to train students specifically for HRS positions. Another way in which such funds could be used is to underwrite the cost of developing and offering specialized curricula in areas that are appropriate to HRS programs.

There may be many other examples of appropriate and innovative uses of these funds. The principles that must be established are: (1) training should be given a priority by HRS; and (2) the current policy, not of HRS's making, of granting training funds only to certain selected programs should be changed so that all social work programs receive or are qualified to receive these funds.

It is also important that regular and ongoing evaluation of the training funds to social work programs be undertaken and that such evaluations be

made available by the programs to HRS as well as to the Board of Regents. Public accountability will thus be better served.

l. Off-Campus Programs. The place-bound character of many students in the state was noted earlier. In order to make social work accessible to such students in an efficient and relatively inexpensive manner, several off-campus programs have been offered by one of the universities in the SUS. Although only one university has offered off campus programs so far, the issue is of systemwide salience. If these programs are to continue, additional resources need to be provided. Furthermore, a full assessment of the adequacy of the off-campus mode of offering graduate education should be undertaken. Perhaps there are hidden costs that are not immediately apparent in such undertakings. It is also conceivable that, even with these additional costs, the off-campus programs may be more economical overall than the more traditional programs. A comprehensive evaluation of the off-campus type of social work education might be useful.

m. "Human Service" Programs. Historically, social work has held a position of centrality among human service professions. The Board of Regents and the administrators of SUS universities should recognize this fact, and should exercise extreme caution in approving or supporting ill-defined "human service" programs that do not have rigorous quality assurance and accreditation standards.

n. Marketing Social Work Programs. In some institutions, the number of applicants and enrollees has declined. In others, faculty and administrators would like to upgrade the quality of accepted students. As a result of such interactive factors as adverse public policy by the federal government, declassification of social service positions by HRS, low salaries of trained

social workers, inadequate provision of financial assistance for students, and, in certain cases, non-availability of courses at convenient times or locations, the number of students in social work programs has not reached a point consistent with the plans and aspirations of many SUS programs. A realistic and long-range plan to market social work careers and social work education should be developed in collaboration with the professional community, if appropriate, and on a statewide basis. Greater visibility at the university level will encourage more students to consider social work as a career. Another key group to be targeted for recruitment would be the hundreds of untrained personnel in the human services sector who are labeled as social workers but whose training has not been in social work. Statewide efforts are needed to be directed to upgrade and train the staff of public agencies. Strategies to recruit minority students and faculty should also be sharpened and implemented more vigorously.

o. Continuing Education. Social work programs should provide the leadership in developing continuing education programs in the state. Although the leadership should come from the educational community, the cooperation of public and private agencies and of NASW for this endeavor should be sought. Adequate additional resources should be provided for this worthwhile activity which is necessary to strengthen the nexus between social work education and practice.

p. Fee Waiver Policy for Public Employees. The current state policy of waiving fees for public employees needs to be re-examined. Without depriving state employees of this important benefit, the state should amend the funding or accounting formula so that state employees taking courses are

counted in FTEs. This count should then be reflected in the funds allocated to the institutions and the social work programs.

D. Conclusion

The growth and livability of Florida is to some extent contingent on how the state deals with its human problems. The veritable explosion of population in Florida has not produced extraordinary increases in resources needed to train social workers in the state. Allocation of resources to prepare competent social workers is a wise investment in the present and future quality of human life in this state of unprecedented opportunities and monumental challenges. The social infrastructure is absolutely critical to Florida's future development. Human problems in Florida are complex, acute, persistent, and compounding. They require a network of services staffed by trained personnel. Providing that training is the principal mission of the social work programs in the SUS of Florida. Essentially, they are doing their job well, but they need the full support of the Board of Regents and university administrators to keep them from falling behind the competition, and behind their own potential.

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II. ASSESSMENT AND RECOMMENDATION FOR THE UNIVERSITIES IN THE STATE UNIVERSITY SYSTEM

Florida State University

Introduction

The School of Social Work at Florida State University is the oldest social work program in the state. It is one of 14 nationally and is the only school in Florida providing the full continuum of social work education with degrees at the baccalaureate, masters, and doctoral levels. The school offers the BS, MSW and Ph.D. degrees. At the baccalaureate level the majority of students pursue the BS degree (the major difference in requirements is a language requirement and more humanities courses for the BA). In addition to providing the continuum of social work education on the main campus, FSU has offered off-campus MSW programs at Jacksonville, Gainesville and Orlando.

The baccalaureate program evolved from a social welfare program begun in the 1920s; this program has maintained accreditation from the Council on Social Work Education since 1974. The masters program was established in 1948 and was initially accredited by CSWE in 1952. In 1974 the doctoral program was approved by the Board of Regents and accepted its first class in the fall of that year. The baccalaureate and masters programs were reviewed by CSWE during 1987 and both had their accredited status affirmed for seven years without stipulation. The doctoral program was reviewed by the Florida

State University Graduate Policy Council during 1987 and continuation approval was given.

Mission

The school's mission and objectives are consistent with FSU's mission ". . .to give the student the best possible education while continuing a program of service to the people of Florida and the nation." The respective program levels, which represent a continuum of separate but related educational programs, have specific objectives which contribute to the overall mission. The primary objective of the baccalaureate program is to prepare beginning level generalist practitioners. The MSW program seeks to provide leadership in social work education in the state. The doctoral program aims to develop social work scholars, and researchers and educators capable of advancing the social work profession and education. As one of only five doctoral programs in the southeast, the program recognizes the need to prepare educators to teach in the approximately 25 undergraduate programs in the southeast.

A number of indicators attest to the pursuit of the stated mission. FSU graduates are evident in social work positions in the state department of Health and Rehabilitation Services, and in most private and public agencies throughout the state. Graduates of the PhD program hold faculty positions in numerous institutions in the southeast and in other parts of the country. An additional way in which the school implements the institution's mission is its responsiveness to the state as reflected in off-campus programming and preparation for geriatric social service.

Response to the 1979 Report

The school has responded responsibly to the 1979 review by the BOR. In this context, the following areas merit comment: (1) administration, (2) undergraduate program, (3) field placements, (4) off-campus programs, (5) library, and (6) statewide coordination.

The 1979 report described a program operating without a permanent dean, and experiencing considerable faculty turmoil and low morale. Significant change has occurred in this area, since the school now has a stable administration. The current dean was appointed in 1979 and, along with the director of undergraduate programs, director of student affairs, and director of off-campus programs, has provided continuous leadership since 1979. The current associate dean joined the administration two years ago. All appear quite competent in leading the school. They work well together, and are respected by the faculty and the university community.

The 1979 report recommended a single social work baccalaureate program in Tallahassee. Recognizing that such a recommendation can be made about a range of university areas and programs, there does not seem to be strong motivation for either university in the city to merge social work programs. Some cooperative efforts have been initiated and these should be pursued more seriously. For example, there is opportunity for students in either social work program to take courses in the other, although few students seem to use this option. There are a number of factors which underscore the importance of maintaining the baccalaureate at Florida State, a primary one being the availability of the full educational continuum within one university. The continuum is consistent with the mission of the university and on a practical level the relationship and interaction of the programs strengthen each other. The program also attracts a significant number of

community college transfers. Finally, given the manpower needs of the state, it would seem counterproductive to discontinue or downsize the undergraduate program at FSU.

The need for quality control of field placements was discussed in the 1979 report. The school has made several changes which have addressed this issue, a major one being that all baccalaureate and first year masters placements are in the Tallahassee area. This practice, coupled with the employment of area coordinators (i.e., faculty members for out of area placements, who provide linkage between the school and placement), has strengthened the overall quality of the practicum program.

The 1979 report recognized the need to offer off-campus programs to underserved areas but cautioned against stretching "its meager resources beyond its own immediate campus." The administration of off-campus programs has been formalized within the school, and a director has been assigned. The school has effectively developed programs at Jacksonville, Gainesville, and Orlando, and has provided courses in several other areas. However, funding has been largely through reallocation of resources and support from the Florida State Center for Professional Development rather than through additional funds being designated for these programs.

The library was also an issue at the time of the previous report. The Strozier Library holdings are now adequate for the social work programs. The increased library funding since 1978 has significantly strengthened social work holdings. While faculty tend to view the library as understaffed, there is a perception of support and resources for special requests. In addition to the Strozier library, host campus libraries and

the state library system provide adequate support for the off-campus programs.

Curriculum

The primary objective of the undergraduate social work program is to prepare students for beginning level professional practice. The curriculum is based on a generalist approach and is organized around an ecosystems model. The masters curriculum provides the professional foundation in the first year, and then allows the students to select an advanced concentration in clinical social work, advanced generalist practice, or social welfare administration. The doctoral program focuses on research methodology and knowledge-theory development; a concentration track in either social welfare administration or direct practice; and a substantive area, such as a field of practice or social problems. In fall, 1988, the school will offer a PhD in Marriage and Family as a third track in the Interdivisional Program in Marriage and Family.

The curriculum content in the three programs is current and well-designed as evidenced by recent accreditation and program reviews. A number of outcome studies conducted by the school offer additional evidence of alumni satisfaction and effective preparation for professional practice. In the masters program, the social welfare administration track has experienced a marked decline in students, which parallels national trends; however, in recognition of this trend, the development of the advanced generalist concentration and faculty recruitment are effective responses. Since it has been determined that the administration and planning track should be maintained, the school may find it feasible to explore interdisciplinary

arrangements with public administration as a means of maximizing offerings and faculty resource utilization. The administration and planning track should be evaluated in terms of implications for HRS employees. Most likely, a stronger commitment to long term training by HRS would result in an increased demand for this track.

Faculty

The school has 28 faculty positions. Currently, there are four vacancies which resulted from a retirement and three resignations; these faculty had strong research records and were active in directing dissertations. Overall, this is a well qualified faculty, quite capable of delivering quality education at the three degree levels. It is balanced in terms of competence for teaching and research in the various curriculum areas. A faculty member with primary responsibility in a given program has nevertheless an opportunity to teach in other programs. Faculty educational backgrounds reflect degrees from a variety of top schools; there are several Florida State graduates and, while the number is not excessive, it likely represents a maximum in order to maintain faculty diversity. Eleven faculty are eligible to supervise doctoral work. As a whole the faculty is active in research and scholarship. Several years ago a study, using self-reported data compiled by the Council on Social Work Education, ranked Florida State University faculty as number one in terms of article publication. Faculty are frequent presenters at national conferences; during 1987, four faculty made presentations at international conferences.

While this is a strong faculty, several factors should be noted. It is important that the four vacancies be filled with experienced and productive

faculty; these faculty are critical for maintaining a quality doctoral program. The current doctoral faculty has been able to provide adequate coverage, but there is a danger that without additional faculty their scholarly productivity could be jeopardized.

The school's continued efforts to recruit minority faculty should be encouraged and supported. In emphasizing the need to recruit experienced faculty, it should be noted that the school is committed to recruiting minority faculty; however, it is competing with a number of other schools for a relatively small pool of applicants.

As noted, faculty have maintained a commendable record of publications. Serious attention should now be given to using this expertise to pursue funded research which could be an important resource for increasing doctoral assistantships and student research opportunities. The filling of the vacant positions may allow the school greater flexibility in faculty deployment and commitment of a greater percentage of faculty effort to research. It seems critical that any program expansion be supported by new resources so that faculty research potential need not be compromised.

Students

The school currently has an approximate enrollment of 150 undergraduates, 280 masters and 43 doctoral level students. Baccalaureate students enter the program in their junior year (after 60 semester hours), and are required to have a minimum grade point average of 2.0 and to have completed required course work. In addition to the junior-senior level majors, the school provides advising to approximately 40 freshmen and sophomores. The undergraduates come from a range of institutions, with community colleges

and junior colleges (about one-half) being prominent feeder sources. Approximately 20 percent of the majors have completed undergraduate divisional requirements at Florida State, with the remainder completing those requirements at other institutions. Tallahassee Community College appears to be a major feeder institution, accounting for 20 to 25 percent of the junior class. The community college students seem to be adequately prepared, and the totals and experience indicate that expectations are well articulated and provide effective linkages between the institutions.

Students admitted to the masters program must have an undergraduate degree from an accredited college or university, a minimum grade point average of 3.0 in upper division courses or a minimum score of 1000 on the GRE. Exceptions to the grade point average or GRE requirement are made for a limited number of applicants from ethnic minority groups or those who have a strong background in social welfare. Approximately 77 percent of masters students had GPAs over 3.0 in their undergraduate work. On the GRE, 25 percent scored over 1000, ten percent over 1,100, and two percent scored between 1200 and 1410. The masters students are equally divided in terms of in-state and out-of-state classification. Ten percent are foreign. During the past few years, minority enrollment seems to have averaged approximately ten percent, with blacks being the most represented. The school has had 17 Fulbright students since 1979; there are usually two in the MSW program each year. In the masters program, approximately 50 percent of the students are part-time, which reflects the off-campus program.

Students admitted to the doctoral program are required to meet the requirements of a 3.0 GPA and a minimum score of 1000 on the GRE. In addition, they must have a masters degree from a school of social work accredit-

ed by CSWE, and two years of paid professional social work experience. A recent graduate program review identified 43 current doctoral students, including eleven first-year, four second-year, 13 third-year, and 15 ABD. Seven of the 43 are minority students. There have been several black students who have completed the PhD and are currently teaching at other institutions. Particularly noteworthy is the productivity of students while in the program and their employment following graduation. A 1986-87 review of students indicated that eleven had published a total of 24 journal articles. Follow-up of graduates indicates highly successful placement. Most graduates accepted faculty appointments, a number of which are in the southeast, but some of which are in prominent colleges and universities throughout the country.

In sum, the school has attracted well qualified students. Students seem to be positive about the school and committed to their professional studies. Representatives of the community were quite satisfied with the quality of the student body. The program continues to struggle to recruit minority students. This practice should be encouraged and supported.

Off-Campus Programs

The school has been a leader in developing off-campus programs during the past ten years. Programs have been offered on a cyclical basis at Orlando, Gainesville and Jacksonville. Classes were admitted to Orlando in 1976 (33 graduates in 1979), 1980 (50 graduates in 1983), and 1984 (approximately 50 graduates in 1987). A fourth program was begun in Orlando in 1987 and a waiting list for the next class has already developed.

The Gainesville and Jacksonville programs were begun in 1982, graduating 33 and 50 students respectively in 1985. New programs were started in Jacksonville in 1986 and Gainesville in 1986. The school offered an off-campus program in Pensacola for advanced standing students (graduated 1987), but no new programs are projected. Occasionally courses have been offered in Panama City, but no structured programs have been provided.

The off-campus programs have a plan of study consistent with the curriculum offered to students on the Tallahassee campus. The faculty support these programs and accept teaching responsibilities on an extra service basis; the Center for Professional Development provides salaries for those teaching in the programs, but requires an enrollment of at least 15 tuition paying students. The employment of off-campus area coordinators has been an important factor in increased monitoring of students and enhanced linkage with the school. Library facilities at the host campuses are quite adequate. In addition, faculty prepare course packs and the state library service supports off-campus study.

The school offered required PhD courses in Gainesville on a one-time basis. The program admitted approximately 30 students, projecting that they would take the required courses over a four year period and travel to the Tallahassee campus for cognate courses. As anticipated for all off-campus programs, about 50 percent of the students dropped out after the first year, but five have completed or are near completion of the degree and eight others remain in the program. While the quality of this experience was reported to be good, it may be more feasible to pursue increased financial aid/assistantships which would allow persons from throughout the state to enroll for on-campus study.

The school has included an evaluation component in its off-campus programs. Data have been collected to compare both the quality and cost of the off-campus programs with the MSW program at Tallahassee. While these studies have recognized limitations, the evaluators conclude that the quality is similar and that initial results suggest a "decided advantage" in cost for the off-campus programs. In the light of the school's leadership in part-time off-campus programming and initial evaluation, continued and more comprehensive evaluative research should be encouraged and supported.

While the off-campus programs are frequently cited as model programs, and demonstrate significant service to various areas of the state, FSU and the school of social work have offered these programs through reallocation of resources rather than with the allocation of new resources. New funding would be essential for expansion beyond the current off-campus offerings, which in many ways are cost-effective but which tend to obscure what may be a cost in terms of faculty research and scholarship.

Related to the issue of funding is the requirement of 15 fee-paying students in a class and the impact of the policy of fee waivers for state employees enrolled in the program. Fee waivers do not create a major problem for classes on the Tallahassee campus; however, they do place a hardship on the off-campus offerings in that they produce neither income nor credit hours to support the classes. The enrollment pattern of state employees with fee waivers in the respective off-campus programs is illustrative of this issue. In Jacksonville 14 out of 32 (44 percent), in Gainesville 15 out of 29 (52 percent), and in Orlando 14 out of 45 (31 percent) of the students were state employees with fee waiver privileges. While the total enrollment would justify two sections of graduate level

classes, this would not be possible in two of the three cases since the number of tuition-paying students falls below the 15 required for a section. The fee waivers are an excellent means of upgrading the skills of state employees and should be supported; however, state funding and/or credit hour generation for formula funding would reduce the hardship the waivers place on programs.

The FSU experience with part-time, off-campus education underscores the strong need and demand for these programs. In particular the experience at Orlando, and recognition of the rapid population growth in this area, suggests that the demand will be ongoing and likely increasing. There are several options, ranging from at the one end, FSU continuing and perhaps intensifying its program offerings, to, at the other end, University of Central Florida developing its own graduate program in social work. Since cooperative and affiliated programs create their own tensions, it would be preferable for FSU to continue their course delivery to UCF until UCF is in a position to develop its own MSW program.

Resources

The school of social work has received approximately 93 percent of its budget from the university and seven percent from external sources. A significant percentage of external funds has been from HRS, and continued decline in these funds for long-term training may necessitate some change in programming, but it also emphasizes the need to seek other sources of external funding. School administration and faculty view their salaries as equitable with other units in the university. Overall, the budget seems adequate to meet the school's goals and objectives. Other support compo-

nents such as the library and physical space are satisfactory. The school has provided computers in faculty offices.**

While many students receive assistance through the university financial aid office, there is a need for increased school administered awards. Currently, there is no school support for baccalaureate students. Assistantships for masters students are usually \$1,200 plus a fee waiver. First-year doctoral students generally receive a \$2,400 per year assistantship plus a matriculation fee waiver. The school gives priority to minority students; the McKnight fellowships are cited as having been an effective resource for recruiting black students at the doctoral level. The financial aid currently available is an important resource, but several aspects give reason for some concern. The PhD program in particular may be losing highly qualified potential applicants to schools in neighboring states which award larger assistantships. It also appears that the average assistantship in the school may be less than doctoral students receive in other departments at FSU. The doctoral program should continue to monitor these levels to ensure that quality of students is not compromised. Likewise, it would be feasible to evaluate the level of financial aid available and necessary to support students from other parts of the state who are doing a residency at the Tallahassee campus. Sufficient levels of financial aid could be an important resource in terms of meeting statewide educational needs.

As noted earlier, the off-campus programs were developed and offered through university and school resources. Any additional expansion without

** Secretarial support for the Ph.D. Program is a one half-time secretary. with the addition of the interdivisional program, the need for secretarial support will increase.

new resources would likely compromise the quality of the educational program. There is also a need to further evaluate the adequacy of resources for the summer program. In both of these areas it is essential to prevent faculty research and scholarly productivity from being weakened by over-extending faculty efforts.

Organization and Leadership

As noted earlier, the administration of the school has stabilized since 1979. The school administrators are well qualified for their positions and seem to work well together. Relationships and communication between the school and university administration seem to be positive. The faculty has clear responsibility for the development, coordination and monitoring of the curriculum. The overall governance structure and its operation seem to be functioning effectively.

Institutional Linkages

The school of social work enjoys positive relationships with other departments within the university as well as external organizations. Doctoral students take a minimum of 12 cognate hours plus two statistics courses in other departments, and these arrangements seem satisfactory. Interdisciplinary opportunities will increase when the school begins offering a third track of the interdivisional program in Marriage and Family currently provided by the department of sociology and the college of home economics.

Students from other programs such as nursing, planning, psychology, and sociology take courses in the social work program, and social work students

are encouraged to take courses in other departments. Several social work faculty have been involved in research with faculty members from departments such as sociology, psychology and marriage and family. One faculty member held a joint appointment between social work and public administration.

The social work programs at Florida State and Florida A & M have a cooperative arrangement whereby students in each program may take courses at the other. It appears that several students from A & M use this option during the summer, but otherwise it is minimally utilized. There is occasional coordination with FAMU for field placement. There does seem to be effective linkage with the community college faculty, particularly those at Tallahassee, as evidenced by the number of students entering the FSU program from community colleges.

The school has maintained ties with the practice community including an advisory committee. There is some feeling on the part of field instructors that more frequent contact with faculty would be desirable.

Overall, the school maintains appropriate linkages within the university and the community. In light of these linkages, it may be appropriate for the school to take an active role in addressing the issue of relationship between HRS and the SUS for long-term and continuing education.

Future Plans

The school demonstrates a strong commitment to the continuing provision of quality education programs at the baccalaureate, masters, and doctoral levels. Currently, a number of specific tasks are being addressed, such as recruitment of senior level faculty for vacancies, pursuit of external

funding/research grants, and continued evaluation of the part-time off-campus programs.

It may well be that the most appropriate plan for the administration and faculty at this time is to think about how they wish to build on the existing quality. During the past three years the school has been in the process of CSWE reaccreditation, the FSU Graduate Program Review, and most recently the Board of Regents review. All of these have underscored the quality of the program but have required considerable time and effort, so perhaps now is an appropriate time to step back and consider the potential opportunities and directions that exist.

Summary

The School of Social Work at Florida State University is basically sound and has attended to the issues identified in the 1979 BOR report. The administration is stable and is providing good direction to the school. There is a highly competent faculty along with an effort to recruit senior level faculty to replace four who retired/resigned. The student body seems enthusiastic and committed to the program. The curriculum in the three programs is solid, current, and appropriately rigorous at the respective levels. The school has been a leader in developing and offering off-campus education.

A major goal of the school is to continue to offer high quality education at the baccalaureate, masters, and doctoral levels. The administration and faculty, while recognizing the role of FSU in graduate education, have determined that maintaining the full educational continuum is consistent with the mission of the school and university.

Recommendations

1. It is apparent that the FSU School of Social Work is at the limits of its resources in providing off-campus programs. In regard to this:

(a) Consideration should be given to new funding to stabilize off-campus programs, particularly those which can be projected to continue during the next ten years. While the quality of these programs is good, they are operating on an extra-service and enrollment generated basis.

(b) Faculty should be encouraged to review these options in terms of advantages and disadvantages for overall teaching and research if extra funding is not forthcoming.

2. The faculty has accomplished an impressive record of publications, and it is critical that existing vacancies be filled with senior level faculty who have proven track records in research. Special emphasis should be given to recruiting minority faculty members.

(a) Faculty should be encouraged to build on their scholarly productivity, including increased efforts to secure funded research.

(b) While external funding could provide faculty protected time for research, the university and school should attempt to identify additional means of support for faculty research. For example, the school might review how to most effectively encourage and support faculty research through the use of internal funds, release time from other duties, teaching assistants as needed, and staff support.

3. The school has used its financial aid resources effectively; however, the level of assistantships, particularly at the PhD level, is an area for concern.

(a) The lack of competitiveness of PhD assistantships should be addressed. This is especially important since there is some indication that FSU may be losing strong potential applicants to other states.

(b) The state and university should seek scholarships/assistantships at a level which would encourage potential students from throughout the state being in residence at the Tallahassee campus.

(c) The university and the school should review the support and financial aid available to minority students as a means of increasing their numbers in the baccalaureate, masters and doctoral programs.

4. The school should explore ways of developing stronger linkage with FAMU. Collaborative efforts in continuing education projects, occasional joint faculty meetings, and regular recruitment visits, for example, might strengthen the intra-institutional linkage and serve both programs.

5. Florida State University has a tradition of leadership in social work education in the state. Many of the issues which have been accurately identified by the Florida Association of Social Work Education Administrators are state-wide. Given appropriate supports by the state system and university, the FSU School of Social Work can provide leadership in addressing a number of these issues, for example:

(a) There remains a need for a statewide continuing education program. The school should be encouraged and supported in a cooperative effort with other social work programs, the National Association

of Social Workers, and representatives of public and private agencies to develop a continuing education program(s).

- (b) The commitment of HRS for long-term training is a critical issue statewide. FSU should be involved in working with HRS to develop opportunities for social work education.

Florida A & M University

Florida A & M University (FAMU), founded in 1887 as the State Normal College for Colored Students, became an institution of higher education in 1905 and achieved university status in 1953. With an enrollment of approximately 4500 students, the university consists of eleven schools and colleges, and a Division of Graduate Studies, Research and Continuing Education. A PhD program in pharmacology was initiated in 1984. While the State University System is completely desegregated, FAMU is more than 80 percent black.

There has been a social work presence at FAMU for the past 37 years. In 1950, one course in social welfare was offered in the sociology department. Other courses were added, and a minor in social welfare was established in 1954. A full social work program was created in 1969 with the support of federal and state funding. The program which is currently housed in the Department of Sociology, Criminal Justice and Social Welfare, is accredited by the Council on Social Work Education.

In the 1979 statewide program review in social work, the same program was evaluated as "particularly strong" in quality. Because of the close proximity of the FAMU program to the FSU social work program, it was recommended that collaborative efforts be explored. Through no fault of its hard working faculty, the quality of the program has eroded in recent years, and unless corrective measures are soon initiated, the accredited status of the program may be in jeopardy. The local consultant's report included the following recommendations:

- (1) strong university-supported recruitment effort to increase student population.

- (2) separate degree (BSW) for graduates of the program.
- (3) departmental status for the program.
- (4) eventual school status for the program.
- (5) university support for faculty salaries.
- (6) salary increases for program faculty.
- (7) improved office and classroom facilities.
- (8) explore the possibility of collaborative efforts between FAMU and FSU due to their close geographic proximity.

In a Fall, 1987 report to the BOR, FAMU described actions taken in response to these recommendations. According to the report, the recommendations implemented were: (1) the establishment of the BSW degree; (2) the acquisition of QIP funds for six university line positions in the department, three of which were assigned to social welfare; (3) relocation of the program to more desirable quarters; and (4) a modest increase in faculty salaries. The departmental faculty, with the support of university administration, has indicated an interest in exploring the future development of an MSW program.

Program Objectives

In addition to the BOR defined role and scope of the nine public universities comprising the State University System, Florida A & M University, as the only historically black university in the system, has developed the following specific statement of purpose:

Philosophically, the University is dedicated to the traditional ideals of learning by focusing its attention and efforts upon the creation, transmission and application of knowledge. These ideals dictate that FAMU's primary purpose is to advance learning and, thereby, contribute to improving the quality of life for those individuals it serves and their society.

FAMU has identified four utilitarian goals which complement this purpose. They are:

- (1) to prepare students to serve in a variety of professional and occupational pursuits consistent with the current and projected manpower needs of the state and nation;
- (2) to prepare students for effective community leadership and service;
- (3) to provide services which bring knowledge to focus on societal problems with particular emphasis on rural and urban living; and
- (4) to perform research relevant to the solution of human problems affecting society in a variety of ways.

In keeping with the purpose and goals of the university, the social work program's three major objectives are defined as follows:

1. To provide a formal professional curriculum (BSW) for baccalaureate level social work practice.
2. To promote the continued assessment of the human condition in general and of minorities in particular through program activities and affiliations within the policy development process and the practice arena.
3. To add significantly to the body of knowledge used in social work education through research and in-service training of human service workers.

These objectives are consistent with the university's purpose and goals. Program outcomes clearly delineate the values, knowledge, and skills students are expected to demonstrate.

Curriculum

The curriculum is designed to achieve the program objectives and educational outcomes. In addition to the general education requirements, which represent a broad and sound liberal arts foundation, the curriculum, building on this liberal arts base, provides professional content which prepares students for beginning generalist practice. The curriculum has cognitive and experiential components organized with specified prerequisites and corequisites. Courses are properly sequenced to assure integration and reinforcement of content. The curriculum which is currently in operation provides professional core and social work electives. The required and elective social work courses are taught by social work faculty. Research and supportive human behavior content are taught by sociology and psychology faculty respectively. The field practicum is a block placement for one semester in the senior year. Discussion with faculty, students and several field supervisors revealed that the curriculum effectively prepares students for beginning social work practice.

It should be noted that the curriculum is being evaluated. Revisions will be necessary to strengthen the curriculum in compliance with the current standards. A second social work course in the area of human behavior and the social environment and an in-house course in research will be added. Attention also is being given to appropriate sequencing of courses. This will have implications for course scheduling and faculty work loads.

To attract the many potential students who are employed full-time and/or who carry family responsibilities, an evening program is being considered.

Faculty

There are four full-time social work faculty. Three are responsible for classroom instruction, and the fourth serves as field instructor. A fifth faculty member is currently on education leave out-of-state and is completing his second year of doctoral study. The faculty are well-qualified, diverse in ethnic background and areas of specialization. All faculty members are actively involved professionally in the community. The faculty's strength is also evidenced in their diversity of interest and expertise.

Through the years, there has been considerable faculty turnover, primarily due to more lucrative job opportunities elsewhere. The FAMU faculty salaries, which are low university-wide, are lowest in the College of Arts and Sciences. Salaries of social work faculty are low. The current chairperson of the Department of Sociology, Criminology and Social Welfare founded the social work program and has provided uninterrupted leadership of the program over the 31 years of its existence. Because of her extensive activities nationally as well as statewide, she has been able to maintain a credible, well-designed, viable program. For more than 17 years, through her efforts, the program has been extensively supported through federal and state grants.

While her interest in the program is unwaning, it is increasingly difficult for her to devote special attention to the social work program at the expense of the other two programs in the department. She has sought to

maintain the program's reputation through the recruitment of a strong faculty and the continued support of the university and community. The coordinator-designate of the program is an impressive, articulate and committed educator with excellent rapport with the central administration, and is also likely to provide good leadership for the program.

Students

Currently, there are 67 students in the social work program. Enrollment statistics over the past five years indicate a steady decline in enrollment of social work students with a substantial increase of students in the criminal justice program. Faculty attribute this decline to such factors as the lack of jobs and very low salaries in the social welfare field. The state system does not provide preferential hiring of BSW students. Furthermore, criminal justice beginning salaries are higher than social work salaries.

The faculty considered the social work students a challenge, representing a range in academic performance from "good" to "not so good." Students have a myriad of personal problems such as limited financial resources and single parenthood. Many of the students must work to support themselves and their families and to finance their education. Federal grants provide only partial support.

The faculty serve as a continuing resource to the students even after graduation. They are helpful in referring students for jobs and assisting them in applying to graduate schools. Faculty reported that many students do well in their field placements and are offered jobs at their field sites and that FAMU students who pursue advanced education do well in graduate

school, particularly in practice and research courses. The students and graduates of the program reported that the social work curriculum adequately prepared them for beginning practice.

Administrative Auspices

In 1982, the university underwent institutional reorganization which established a divisional structure without departmental subunits. The social work program was included in the seven disciplines that constituted the Division of Social and Behavioral Sciences within the College of Arts and Sciences. The position of "Convener" over the disciplines of sociology, anthropology, human services (social welfare and correction) was without administrative power. The social work program languished during this period, losing much of its viability.

The new president reinstituted departments in 1985, with social work, sociology and criminal justice placed under one department. While this was an improvement over the previous structure, the social work program continues to experience difficulty in maintaining its integrity and in advancing its growth and development.

Resources

For a period of 17 years, the FAMU social work program was the recipient of extensive federal and state funding which provided the major support for the program. With the termination of grant funds, the university assumed support of the program. In 1981, following the previous program review, the university assumed responsibility for faculty salaries and the provided \$2,000 for additional program expenses. However, a serious shortage of

resources exists in many areas, including salary levels. Clerical services within the department are grossly inadequate. Travel expenses are very inadequate. The current program budget does not fully support a single trip out of state by a single faculty member. Funds are required for supervision of students in field placement, faculty participation in professional meetings, and program representation at the annual program meeting of Council on Social Work Education. In years past, travel funds for supervision of students in field placement were covered in a grant from HRS. Social work students were placed in metropolitan areas of the state and travel for supervision also covered criminal justice students in placement. Currently, expense funds have been converted to travel funds in order to provide for minimum faculty travel. The funds provided for the departmental seminars also have been used for faculty travel, thus reducing the number and quality of planned programs.

Classes in social welfare are scattered throughout the campus. It is difficult to achieve a sense of "place" without permanent room assignments. Office space for faculty has recently been centralized in Perry Paige Building. Adjacent classroom space would improve the program's rating in the area of facilities.

All equipment and furnishings purchased by the department in the past 20 years have been supported by grant funds in social welfare. The department neither owns nor has access to computers for instruction in social research. Faculty members have made temporary arrangements with the department of mathematics and more recently with the College of Engineering to permit students access to computers. The department is without regular access to laboratory equipment for research. The most urgent equipment

needs identified by faculty are (1) a computer laboratory for social research, (2) typewriters, (3) an office copier, and (4) the upgrade of administrative computers purchased in 1983.

Strengths

The FAMU social work program evidences the following strengths:

1. With a long history of an outstanding, nationally prominent BSW program at FAMU, there is the potential of regaining its former status.
2. The faculty is highly qualified, diversified and committed to the students and to the development of a strong, visible social work program. The faculty members are also an invaluable resource to the community.
3. There is extensive community support for the program and a recognized need for its graduates.

The departmental faculty, with the support of the university administration, has indicated interest in developing a graduate program in social work. A review of the program reveals that, at this time, attention should be devoted to strengthening the BSW program. While the faculty agree with this priority, they reiterate the need in the Tallahassee community for an MSW program which focuses on agency-based practice and the special needs of minorities, the poor and the disadvantaged.

Recommendations

1. The social work program should be accorded a departmental status. With the merger of the social work program with sociology and criminal justice, the program suffered a loss of visibility and a resultant diminished productivity and decreased student enrollment. Departmental status of the program would assure professional identity and renewed vitality and improvement.
2. There is a need for a chairperson with full-time responsibility in social work to provide direction for the program and a clearly identified social work faculty with primary responsibility for instruction of social work course, student organizational activities, recruitment and student advisement.
3. With the institution of new and more stringent accreditation standards, there is a need to upgrade the curriculum in preparation for reaccreditation.
4. Additional clerical staff should be assigned to the program.
5. In order to insure stability of faculty, attention should be given to establishing a more competitive salary scale, and to creating a university support-allowance for research activities, community service and special advisement of students.
6. Physical facilities and other resources need to be upgraded.
7. The university must provide adequate resources to the program in order to meet accreditation standards for the undergraduate program. An MSW is not currently feasible with present facilities and resources.

8. Every effort should be made to initiate a collaborative endeavor with FSU that would utilize their respective strengths. This was recommended in the 1979 program review; however, there seems to have been little follow-up by either institution. A first step might be for the program heads, faculties, and students of the two institutions to get together in order to explore areas of mutual strength and interest.
9. There should be an aggressive student recruitment effort with administrative support. The establishment of an evening program which would be attractive to persons who are working full-time should be considered.

University of South Florida

Introduction

The program of social work education at the University of South Florida was commended in the 1979 SUS review as one of "excellent quality," impressive for its "curriculum design, educational content, students and faculty." All evidence available indicates continuing excellence or improvement in each area of the program.

The undergraduate program was opened in 1976. It was this program which received the commendations of the state-wide review, which recommended consideration of a graduate program at USF to serve the population between the two then-existing MSW programs at FSU in the north and Barry College in Miami.

Work began immediately at USF to implement the recommendations of the SUS 1979 review. A feasibility study was completed, planning permission was obtained, and the graduate program leading to the MSW degree admitted students in 1981.

In planning the MSW program, the faculty elected to focus on a clinical practice specialization. This decision appears to have been in response to various research surveys of regional needs for social work personnel. It was determined that the modest size of the program resources would best be committed to a single specialization which maintained program quality, rather than to multiple specialization options, which could threaten program integrity. Employment success of graduates (often by agencies in which they took practica) would seem to confirm the judgments made in planning.

Curriculum

The curriculum of the BSW program reflects the intention to provide a broad, general professional education. In addition to an introductory course, there are two courses on human behavior and the social environment; the first addresses family, cultural, and social systems matters, and the second is aimed at individuals, groups, organizations, and systems. The first of two courses in policy and services examines the historical development and present structure of social welfare as an institution; the second concentrates on policy formulation, analysis, and administration. Two practice courses attend alternately to "microsystem" and "macrosystem" intervention. Research and statistics are presented in a single course which gives an overview of the topics, with practical applications. Field practicum is taken concurrently with an integrative seminar which encourages students to see the practice in theory and the theory in practice. A final "senior seminar" provides a prospective and retrospective overview of preparation for and entry into the social work profession.

The various courses which comprise the BSW program seem well-designed for mutual complementarity. The content and readings appear to achieve a nice balance between the traditional and the current, and draw heavily and appropriately from allied disciplines.

The design of the MSW program curriculum was undertaken in consultation with clinical specialists from throughout the country. The result was an approach which has required no major modification through candidacy and accreditation reviews, although it is semi-annually examined by faculty and modified in order to keep it, as they describe it: "state of the art." Its major thrust is on clinical issues and clinical practice, but this is

interpreted broadly to include families and groups, and is presented in such a way as to assure understanding of the community and larger context, and the major social and cultural issues in the field today.

The course of study is arranged so that MSW students do not duplicate BSW experiences. Those students who hold the BSW degree are exempted from the foundation course and allowed to pursue elective study, or they may opt to enroll in foundation study under certain circumstances.

The curriculum design seeks to avoid unnecessary distinctions between BSW and non-BSW students which could interfere with a sense of student unity. Part of this approach is the unique organization of the first semester: during the final six weeks of the 15 week semester, all students study in the advanced practice and human behavior courses.

The human behavior and social environment sequence is comprised of three courses. The first provides foundation content to introduce students to concepts related to individual and group functioning in the life span, explicated by selected theories, and the special circumstances presented by class, culture, ethnicity, and social conditions of discrimination and /or poverty. Consistent with the clinical specialization, the second course emphasizes individual development. Although heavily oriented toward the perspective of ego psychology, the course includes attention to cultural, class and gender issues. The third course provides advanced theoretical study of dysfunctioning. While extending the psychosocial perspective of preceding courses, this study also places a strong emphasis on physical factors and the influence of gender and role considerations.

The social policy sequence includes two courses. The first examines historical antecedents to the present social welfare system, and their

present incarnations. The specific structure of service delivery in present-day America is studied, along with the policies which define and animate them. In the second course, there is a strong emphasis on understanding the connections among policies, ideologies, and values. Major policy issues are analyzed as a vehicle for teaching the use of various analytic frameworks.

Research is presented in a foundations course and two advanced courses. Fundamentals of research design and techniques, including analysis, are presented in the first course. The advanced courses concentrate on research for the evaluation of practice and program. The practice evaluation course presents technical and methodological information, particularly with applications to practice/case study, such as single-subject research. The other advanced course is more oriented to program analysis and evaluation. Both advanced courses address the issues of ethical practice concerns, rather than relying solely on empirical data as totally value-free.

The practice sequence consists of an integrated series of six courses which extend over the two years of study. Clearly, the objective of competent clinical practitioners as graduates of the program receives uncommonly thorough attention through this sequence. The first is an introductory course which provides a background for understanding the history and nature of clinical practice in social work. Theories are introduced in the second course to demonstrate the mutual influence of psychosocial and sociological orientations and the implications of each for individual, family and group practice. Individual, family, and group treatment are examined in the third course, with attention to crisis intervention and accountability of the practitioner. The latter concept is one dimension of the attention given to

ethical practice throughout the sequence. However, the unit of attention is the group, and review of ethnic and gender issues is somewhat more extended. The fifth course shifts from the group as a context for clinical practice to the family. Both family functioning and dysfunctioning, treatment and enhancement are studied. The final course in the sequence provides for examination of "macro practice," meaning "organizations and communities." This course appears to be intended to avoid too narrow a perspective on practice and to provide a foundational understanding of "macro practice" to round out the clinical specialist's knowledge of the profession.

Academic studies are pursued concurrently with supervised field experience. Upon completion of required and elective course study and field practica, all students must sit for a comprehensive examination.

Opportunity is provided for students to pursue joint degrees in social work and gerontology. This program option was designed in collaboration with a distinguished social work educator. Students who seek the joint degrees are able to do so by taking all required courses in both programs. Courses required for one program become electives in the other. Students finish all required studies in both programs and, with only one summer* of study longer than the regular two-year MSW degree program, are able to receive the joint degree. Although the program is quite new, it has already begun to attract students from outside the service area, including students from other states.

Following the success of the joint degree program with gerontology, a dual degree was designed with public health. This program has special significance, since USF has made dramatic strides in becoming a major health care center. The medical school, nursing program and related programs in

the health service professions have expanded rapidly. The development of research and clinical facilities has completed the loop of education/research/service which provides the foundation for a fully-integrated, theoretical/applied, comprehensive approach to health service. By developing the dual degree program with public health, the social work program has become an integral part of the approach, rather than an adjunct to it. It is one aspect of a program of health care initiatives undertaken by social work in the service region of the university.

Review of the curriculum in terms of content, articulation, currency and relevance, integration, and relation to program objectives revealed no reason to disagree with the most recent accreditation actions, which approved both the BSW and MSW programs.

Faculty

At the time of the 1979 SUS review, there were four full-time faculty and one visiting professor in the program. None of the four faculty held the doctorate and all occupied junior rank. Additional faculty lines were recommended to assure the program's "high quality" and the faculty's "extensive contributions to the community."

Two full-time faculty, plus one half-time, were appointed for the opening of the MSW program in 1981. In AY 1982-83, there were nine "filled" positions, with an "effective strength" of nine. This means that there were nine lines and nine persons available for program responsibilities. There have been some changes in the number of filled positions and the effective strength of the faculty, but the strength of the 1982-83 year has never again been reached.

It must be noted that there is a discrepancy between the way faculty strength is calculated by the program administration and by the college administration. Figures provided to the dean by her staff, and passed on to the local consultant, indicate an "effective strength" of eleven. The exact explanation for this discrepancy was not clear. However, identification of faculty available for duty, and examination of actual work assignments seem to suggest understaffing for the scope of the program provided.

The faculty cohort in the program has shown remarkable self-improvement and general upgrading in the last nine years. The four original full-time, and one visiting faculty (part-time) have remained; three have achieved tenure and promotion in rank. Most of the faculty now hold the doctorate, including all full-time female faculty.

The faculty have increased their productivity sharply from a very modest level in 1979, significantly exceeding the national average for social work faculty published by the Council on Social Work Education.

Community service, always high, has become both more extensive and more valuable, according to community representatives. Examples provided by agency administrators included program evaluation research, staff training, service delivery consultation, professional organization offices held, outreach educational efforts (such as providing classes for HRS workers at the worksite), etc. Within the university, social work faculty have held offices at all levels of faculty governance bodies. In addition, faculty have won important research and training grants, enhancing external funding as well as internal educational research opportunities.

Faculty research has enhanced ties with specialized clinical social agencies, as well as curriculum relevance in special areas, such as gerontology, developmental disabilities, and women's issues.

In addition to the improved record of publications, the faculty have been invited to present papers throughout the country to audiences of specialized agencies and major forums of national organizations.

Student praise for faculty teaching was unstinting. Students reported that faculty are demanding and academically "tough," but they indicated that the high demands are accompanied by scholarly and clear presentations, ready access and a high degree of individual attention, relevance to practice, and internal consistency. The high esteem in which faculty are held extends beyond the university into the agencies. For example, agency administrators specifically noted that faculty visit their agencies to discuss student placement and performance, to remain informed of pressing professional issues, to provide consultation and to receive recommendations about currency of curriculum. The administrators reported that this level of effort by faculty has led to a very high degree of mutual trust and understanding and is a major factor in the quality of experience agencies are able to provide in student placements.

A vexing problem for the social work faculty is the ambiguous value placed on their efforts by the institution. Faculty receive praise and encouragement for their high quality teaching and for their exceptional community contributions (which reflect favorably on the university). However, rewards for these accomplishments do not rise above departmental levels. For tenure and promotion consideration, "productivity" means "publication." The result is that the greater the effort put into community

contributions which benefit the program and the institution, the less time available for research. Also, the more time faculty spend helping individual students, which is one of the most attractive and educationally beneficial aspects of the program, the less time they have available for writing.

Faculty productivity is not evaluated in relation to national norms for the profession, but in relation to academic disciplines which are free of the burdens of practice, agency liaison, and extensive community service. This inherent inequity is alternately deplored and endorsed by the administration, often with the observation that it will "inevitably" become worse as the institution strives for major university status. The impact is fiscal as well as psychological. Although most social work faculty occupy associate rank, their pay is well below the mean at USF for the rank and somewhat below the mean for the college.

It would appear that this situation is not indicative of any intentional plan by college administration. They seem to be caught in a dilemma which is probably another facet of the resource issue on which very limited control can be exercised at the college level. The fact that administration response "alternates" seems to reflect their own frustration. That is, they appear supportive and appreciative of the social work faculty's work, but find themselves more or less forced to apply criteria which are the same college-wide, even if these criteria function to the disadvantage of the social work faculty. They praise social work faculty efforts and encourage more research and publication, seemingly in order to be able to confer the rewards they feel are justified. Clearly, it is an uncomfortable position all around.

It may be possible for the social work faculty to develop research projects which become self-supporting, or even may be pursued at a net profit. In order to build the necessary foundation for this possibility to be achieved, a certain amount of research "seed money" will have to be provided.

Students

The program admits students selectively. At the undergraduate level, there is a policy of "limited access." Only two Florida BSW programs control admissions. This policy has made it possible to maintain program quality and to assure each BSW graduate an opportunity for success.

The MSW student applications undergo an extensive screening process, which selects approximately 30 percent of the applicants. The rigorous screening has been important not only for program standards, but as a device for conserving limited resources. Resources are not wasted on students who drop out, since the attrition rate is virtually zero. Students who do not finish for health reasons appear inevitably to return and complete the program at a later date.

The program has succeeded in attracting students of scholarly ability, including minority students. In AY 1986-87, 20 percent of the undergraduate and 12 percent of the graduate students were minority. The incoming Fall 1987-88 class reflected similar figures for the undergraduate group, but there was a decline in the MSW class. Since the MSW program opened, the percentage of minority enrollment has fluctuated between seven and 14 percent, with a mode of 12 percent. These figures are not comparable to data gathered elsewhere, because of what might be called the "Hispanic

factor." In major parts of the country, "Hispanic" students represent families relatively newly arrived primarily from Mexico or Puerto Rico into what they consider a largely alien culture. According to reports from both students and faculty, Spanish-surname students in the Tampa region do not customarily identify themselves as "Hispanic," since they frequently represent the oldest, most established families in this expanding region of the newly-arrived. Hence, it is the new residents, typically from Northern cities, who are the "unusual," not the Spanish-surnamed, long-term residents, who justifiably take umbrage at being classified as "Hispanic," "Chicano," or any of the other euphemisms for "different and disadvantaged." In fact, the term "Latino", commonly used as a synonym for "Hispanic", in Tampa is used to mean "Italian-American."

Students report an exceptionally high level of satisfaction with the program. Interviews with graduates indicated that the enthusiasm continues among alumni. A relatively newly-established alumni association shows great vigor and expects to take an increasingly active and important role in the life of the program.

Students were not uncritical of the program. They argued persuasively for greater scheduling flexibility, a significant increase in the number of electives available, and the creation of a part-time program. However, they acknowledged that these concerns were shared by the faculty and their provision was inextricable from the availability of additional resources.

One curriculum modification proposed by students might be possible with little additional resources. It is the addition of a required course on ethics. Students noted that consideration of ethical practice was imbedded in all the sequences, but it was their sense that this curriculum area might

well be offered by converting a present elective in ethics into a required course.

Resources

The social work program occupies a suite of more-or-less contiguous offices on a floor which includes criminology and geography. Many classrooms are shared. There is a reception room and a storage/work room. The department enjoys the services of one secretary and a half-time secretary who is typically also a student at the university.

Although competent and efficient, one secretary and one student-secretary, half-time, are not an adequate support staff for a combined BSW-MSW program. The problem has persisted for a considerable time and there is no indication that it will be rectified in the foreseeable future. A crisis could produce change, but it is difficult to imagine a circumstance in which the loss of the present secretary would not produce grave problems for the program.

Shortages in other support areas are also serious. For example, the one workroom/storeroom is also the place where research is carried out. There is almost no research-related equipment, except for two computers which are shared by all personnel. Faculty are urged to do more research, but not one faculty member is furnished with a computer. There is no laboratory space (for clinical teaching, one-way screen demonstration, interviewing, etc.), and no indication that any will be forthcoming. The facilities which would make research feasible for the faculty are not available.

Faculty report that the library is not supportive of research. The issue which they note does not relate to holdings, but to services, which are described as reluctant, unreliable, and bureaucratic. Particular problems are encountered when student research assistants seek information and encounter hostility rather than help.

In sharp contrast to the research problems with the library is the faculty report of exceptional support from the Media Center, especially with media used in teaching. The USF Media Center was commended for the professionalism of its services. For example, request for video tapes, movies, and other support media are handled efficiently, promptly, and courteously.

Faculty remain enthusiastic, despite support shortages, and their negative observations are not complaints so much as expressions of frustration at being unable to make greater contributions to the program. Extension of the services of the program into the community will, of course, be impossible without adequate supports.

Program Management

The present chair has occupied that position since 1977. Development of both the BSW and MSW programs took place under his leadership. That leadership was evaluated as "exceptional" in the 1979 SUS review and appears to have improved steadily since then. In all interviews, and at all levels, there was unfettered praise for the strength, creativity, vision, and plain determined competence with which the program development has been guided. College administration, faculty, students, alumni, and community representatives were unanimous in their evaluations of the leadership quality provided by the chair.

The chair is one of the original faculty, but is not one who has gone on to doctoral studies. Normally an insurmountable obstacle in a large university, this does not seem to have had any adverse effect on his effectiveness. Part of the reason may be his assertive, no-nonsense style of dealing with people, but it is more likely that his established record of effective research and training projects has won him the respect of peers. He enjoys the support of a diligent and dedicated faculty, loyal and admiring students, grateful administration, and a devoted community group. But the challenge of attempting to protect standards and increase needed services in the face of eroding resources must be discouraging. According to the literature, it is a major cause for "burn-out," although this has not happened. Instead, there has been a steady development of program alternatives and of connections and collaborations with other departments. This is seen in the joint degree programs, but also includes collaborative research activities, in which several faculty participate.

The issue of eroding resources is not immediately apparent. Resources have been relatively stable; however, in a time of increasing costs, stability is regression, and that has been the major management problem. An unusual confluence of circumstances has produced a situation which has implications for management, namely, the changes above the departmental level. The dean of the college has been at USF only since September, 1987. The USF president has resigned and will leave office during Fall 1987. The provost who has served for several years has left, and there is an acting provost. In short, the college dean is new at the post and the rest of central administration comprise a "transition team." There is no practical way to predict what policies will be adopted by the new administration

with respect to social work education or the place of the social work program in the long-term plans for the university.

In light of considerable pressure for a major administrative reorganization of the university, the future position of social work in the overall structure is an unanswered question. There has been discussion of a possible merger of professional programs, but no definite plans are presently possible. Of major concern will be the maintenance of administrative autonomy for the social work program.

Community

As noted, community support for the program is vocal, articulate, and steady. Agency executives, the professional organizations, and social work practitioners have been involved in the program from the beginning. They express a mixture of gratitude for what has been accomplished and frustration at the inability to help the program meet additional demonstrated needs.

In interviews, agency administrators described the program's outreach efforts -- classes offered in Sarasota, classes at a family agency in St. Petersburg, classes provided for HRS employees within the agency, agency program and evaluation and analysis, lectures, training sessions, and on and on. Almost all of these services have been provided "off the backs" of faculty. One agency administrator expressed her frustration at having to earn her MSW by commuting to the FSU part-time program in Orlando because of the lack of a part-time program at USF, where she wished to attend. Approximately a dozen representatives meeting the consultants asserted that "hundreds" of students would apply to a part-time program, and some agencies

would furnish a "steady supply" of students (or at least applicants). It was one of the highest priority items on their agenda. There was a call for more electives, to prepare graduates to work in specific clinical settings (such as medical). The complaints from community representatives were not aimed at program quality or faculty competence but at the inability to increase the services of the program in addressing demonstrated need for social work personnel. The dual degree program with public health and the joint social work/gerontology project were praised as models of what was desired elsewhere, such as increased collaborative efforts with the medical school.

It was reported that the state legislature has repeatedly designated a portion of the HRS budget for social work programs throughout the state, but without including the USF program. Some community representatives interpret this as a failure of advocacy by the university in supporting the cause of the program to receive funding which would not diminish the USF budget.

Highly lauded was the tradition of strong ties between the program and the community, and the leadership taken by the program in addressing social work manpower issues. Community leaders have worked closely with the program in developing plans which are linked to the rapid growth of the region. Although social service needs are becoming more pressing and complex as the region's population bounds ahead, they cannot be met through implementation of plans already developed because of the lack of resources.

In short, community support for the program is powerful, reflected by the steady hiring of graduates and continuous support of collaborative efforts with the program, but there is deep concern that the program may have reached a developmental dead-end.

Summary

The curriculum of the program is strong and well-integrated. There is clear and effective articulation between the undergraduate (BSW) "generalist" focus and the graduate (MSW) clinical focus. The courses are logically organized and provide thorough grounding at both levels without redundancy. Although content across all social work practice is covered in order to provide familiarity, the graduate program emphasis is on the clinical mode, with strong integration between academic studies and agency practicum experiences.

Faculty are energetic, productive, committed, and competent. They are rated very well on teaching, both by administration and students. Their professional and community service are exemplary. Research and publications exceed norms for social work educators nationwide. Self-improvement is evident in advanced degrees earned and professional and academic offices held. In the years since the 1979 SUS statewide review which described them as "overextended," with limited resources which they "maximized," the faculty seem to have become even more overworked.

There has been a strong student market since the program began, at both the BSW and MSW levels. Because the BSW program at USF is one of two in the state with a limited access policy, selection of students has maintained a steady high level of quality. The students are extraordinarily loyal to the program, which they describe as intellectually challenging. The students are also devoted to the faculty, whom they describe as scholarly, caring, and readily available. As graduates, they remain supportive and concerned, as community representatives who echo the student wish for more electives and a part-time program.

Support services are adequate with respect to audio-visual availability. Support personnel are severely over-worked (or understaffed) with one and one-half positions to serve a combined program. As with faculty, loyalty and extreme effort maintain the high quality standards of the program, but it is not possible to predict how long devotion can substitute for adequate staffing.

The space allotted to the program appears to be marginally adequate at present. It is restricted and often inconvenient, but seems consistent with facilities available on the campus. Social work has its own suite of offices and shares classrooms and other facilities with other units in the college.

Program management is exemplary. The administrator who received high praise in the 1979 SUS review has continued to provide exceptional leadership in program development. Under his guidance, high standards and high morale have continued; community service and community support have increased; faculty productivity and student participation have grown. There is a sound working relationship with the new dean, who appears knowledgeable about program needs, and supportive of its goals.

The program is fully accredited. Regular, ongoing self-evaluation leads to corrective initiatives rather than accreditation problems (e.g., strong efforts have been made to replace minority faculty lured away by huge salary increases or promotions).

System-wide issues remain largely matters of resource availability. The social work manpower needs of a rapidly growing region are well recognized by this program. Substantial effort has been expended to develop reasonable, practical plans to meet community professional demands, but

resources have not been available for their implementation. The program has wisely opted not to implement its plans until it can assure that quality standards can be maintained. Several creative initiatives have been launched, but remain underdeveloped because of the resource issue.

There appears to be no appreciable dissatisfaction with any aspect of the program which is not related to inadequate resources. The recommendations of the 1979 SUS review have been fully implemented, but the program's potential for serving the university, region, and beyond has been severely curtailed by unavailability of resources.

Recommendations:

1. The issue of resources underlies any future planning for the program. In implementing the proposals of the 1979 SUS review, the university developed a program which for its size is impressive by all standards. The early promise of special support was cut short by fiscal circumstances which forced central administration to review its priorities.
2. As a consequence, the forward movement of the social work program has been considerably slowed. Various initiatives were undertaken by faculty and were extraordinarily successful, but could not be sustained. The faculty wisely chose to offer education only when it could reflect the university's commitment to quality.
3. There is no shortage of creative ideas on this faculty, nor of commitment, dedication, and competence. There is no shortage of tested proposals which would be received eagerly in the USF service region. But the recommendations for the program make no sense without the resources needed to fulfill their promise.
4. What seems to be needed is another university review of its priorities. In consultation with department and college administration, the university should decide what it wants its social work program to be by the year 2000. Careful cost estimates should be prepared. Options might include a part-time program; off-campus satellites; post-master's education, both degree and non-degree; more joint degrees with other university units and more. Then, an order of priorities should be established and, within resources available, a timetable set for implementation.

5. Whatever that will be, given the chance, the social work faculty will carry out a USF forward plan to the further enhancement of the reputation of the university, and its service to the people of Florida.

Florida Atlantic University

The social work program at Florida Atlantic University has made noteworthy progress since the 1979 Board of Regents review. At that time the recommendation was that the university should either allocate the necessary resources so the program could become a fully accredited BSW program or the program should be discontinued. FAU administrators moved decisively to add some new resources, including two FTE faculty positions that eventually resulted in the program becoming fully accredited by the Council on Social Work Education (CSWE). However, the program did not receive accreditation without considerable difficulty; CSWE granted it accredited status only after FAU took a number of corrective steps. At issue were several concerns which persist today and may create problems in the program's next reaccreditation review in 1989. There are significant problems created by present resource allotments to the program and in the administrative structure within which it operates. University officials have indicated their intention to correct these program deficits. Should this occur, the program will be significantly improved.

Mission and Program Objectives

FAU is strongly identified as a regional university and aspires to be a "very good small university" which meets the needs of the surrounding community. The university has enjoyed great support from the local community and currently has seven Eminent Scholar Chairs, the largest number in the SUS. FAU serves a rapidly growing area which is expected to experience continued growth in the foreseeable future, and there is an air of excite-

ment and expectation created by this recent expansion. With growth has come a need in the community for skilled professionals including an unusually high demand for social service professionals. The public and private social service system is expanding quickly to meet the needs of a rapidly growing population, particularly of older and transplanted individuals and families. Given FAU's strong regional commitment, a social work program is seen as an important educational resource addressing a clear community need. This is also the basis for many in the university community to argue that the current social work program should be expanded to include an MSW program.

FAU was established in 1964 as one of four upper division and graduate universities in the SUS of Florida. In 1984, the state legislature converted all the upper division universities into four-year undergraduate and graduate universities. Despite this change, the vast majority of students admitted to FAU are upper division transfer students from local community colleges. This is particularly true of the social work program. An important theme in FAU's mission is to increase educational opportunities by emphasizing a number of applied programs. FAU's student population is older. Often the student is the first in the family to attend college. In such an environment social work is an important and natural educational opportunity for this particular student group.

FAU is organized into six colleges which offer baccalaureate degrees in 60 programs. Thirty-five programs award masters degrees and six, the doctorate. In addition, FAU offers several doctoral programs in conjunction with the University of Florida. The social work program is located within the College of Social Science which grants a number of undergraduate and

graduate degrees; the dean of the College would like to add social work to the list of masters degrees granted by the College.

In its early years FAU emphasized the physical sciences and engineering. More recently the university has sought to balance its overall structure by giving more attention to the humanities and social sciences, including several applied fields. The social work program has benefited from this emphasis.

The social work program accepts mostly transfer students who are older, non-traditional and often re-entry women. Graduates are awarded the BSW degree and are prepared for entry level generalist social work practice in a wide variety of public and private social service agencies. Program graduates are valued by local employers who have found them well trained and prepared for entry level jobs. Over the years many of the program's graduates have gone on to achieve the MSW degree, most often at Barry University. Over 50 per cent of FAU's 1987 BSW class enrolled directly in the Advanced Standing program at Barry; this fact is cited as further evidence by students, alumni, faculty and university administrators that an MSW program is needed at FAU.

Curriculum

The BSW curriculum is well conceptualized and closely follows CSWE guidelines. The number and range of courses has increased considerably, e.g., in recent years offerings in both the human behavior and social environment and social welfare policy and services have been expanded from one to two courses. Most course outlines are well developed, clearly organized and demonstrate good integration of classroom and practicum

learning. This is particularly true for the two courses in the social welfare policy sequence. The practicum component of the curriculum, including the practicum policy manual, is excellent.

It would be helpful if the faculty could agree on and develop a standard course outline format. While most course outlines are similar, the two human behavior and social environment courses are sparsely developed. Some individual course bibliographies need considerable work. Some bibliographic citations are outdated and do not take into account significant recent theoretical developments. This could lead to major gaps in the students' education. As a part of the reaccreditation self-study process, the faculty should review bibliographies to insure that they are current and include an adequate number of readings on women and ethnic minorities.

The program has added a requirement that each student complete at least one three-credit "Special Topic" course in order to broaden the curriculum, a recommendation made by CSWE during the last accreditation process. In several instances, Special Topic courses have been taught by adjunct faculty hired from the local practice community which offers a number of highly talented and willing people. Recent offerings have included "Co-Dependency and Social Work," "Minority Issues and Social Work," "Family Violence" and "Social Gerontology." Students praise this aspect of the curriculum, reporting that these courses have given them an opportunity to learn from active practitioners about topics that are current, practical and relevant. Unfortunately, the program's size does not permit offering more than one of these courses each semester. Like other courses, the Special Topic courses should follow a common outline and be subject to a rigorous bibliographic review.

The Faculty

The regular faculty equals 3.5 FTE, augmented by several adjunct part-time positions, e.g., one part-time faculty member teaches on a one-third/part-time basis most semesters. Also, the College provides extra resources to enable the program to teach "Special Topics" courses. The faculty is a very stable group that has been with the program for a minimum of seven years. One faculty member, who teaches full-time at Barry University, started the FAU program 17 years ago.

There is a good working relationship among faculty, which includes both men and women, including one black male and one American Indian male, and individuals with a variety of practice, interests, and expertise. Faculty members, including part-time faculty, generally teach in only one curriculum area with a minimum of crossover. Single person curricula sequences mean that there is little peer support and help; instead, each faculty member is expected to keep up with all literature and curriculum developments. Given the inherent difficulty of such an arrangement, the faculty should explore ways that they can be helpful to each other or find peers to interact with in other social work programs. Of particular concern is the teaching load of the practicum coordinator, who also is the only teacher of the SWPS content. This makes one faculty member solely responsible for two of the five curriculum areas.

The typical teaching workload of faculty is two courses per semester, (four per year), a lighter than usual teaching load. This workload is in keeping with the university's original status as an upper division and graduate level institution in which the faculty have been expected to engage in ongoing research activities. Given this norm, the practicum coordina-

tor's teaching responsibilities seem excessive, particularly since she is also expected to carry on research and scholarship. Likewise, the program director carries a full-time teaching load plus major administrative work while also maintaining an active record of scholarship. Apparently, little, if any, release time is provided to program administrators throughout the university, except under special and unusual circumstances, e.g., for writing a reaccreditation self-study. This practice should be re-examined, since it adversely affects the quality of the program and is not typical of other BSW programs. The practicum coordinator and program director are the two most productive members of this small faculty, and also carry very heavy and impressive responsibilities in community service activities. The program director currently serves as the president of the Florida chapter of the National Association of Social Workers. The practicum coordinator was the chapter's annual conference chair last year.

Unfortunately, the program director is the only member of the faculty with a doctorate. Other full-time faculty report that for various personal and professional reasons they do not believe they are able to pursue another advanced degree. (One of the part-time adjunct faculty is considering entering a doctoral program.) Consultants and faculty had an in-depth and frank discussion about the reasons why the social work profession has endorsed the doctorate as the terminal degree. Hopefully, individual faculty will reconsider their situations and decisions. The reluctance of faculty to pursue the doctoral degree is a major concern of university administrators and would also be a major resource consideration for any possible MSW program at FAU. Effective efforts at faculty development and enrichment deserve serious consideration by the university administrators.

Students

The overwhelming majority of students is comprised of non-traditional, older, re-entry women, often returning to college after some period of para-professional work in a social service agency. Many are self-starters who take responsibility for their own learning. Their knowledge of program policies and requirements is no doubt enhanced by a good Student Handbook available to all students. They are enthusiastic, inquisitive, and committed to the profession of social work. On one hand, these characteristics make them an easy group to work with, while on the other hand, they are a demanding group with high expectations of faculty in terms of teaching excellence. Students generally praise faculty for their teaching skill, commitment to student learning, and availability. They were especially pleased with the integration of classroom content and the practicum experience. Employed students reported that classroom learning is readily applicable to their job situations. The practical relevance of the content is interpreted by students to mean that they are learning what will be necessary to be good social workers. Alumni spoke positively about their educational experience in the program. Both current students and alumni wish to have an MSW program at FAU.

Administrative Arrangements

Currently, the social work and health administration programs are combined into a single department, the Department of Health Administration and Social Work, with an elected chairperson. The program director of health administration is the chairperson who is assigned overall administrative responsibility for both programs and represents the department (both

programs) on the College of Social Science Executive Committee. To counteract the possible problems with this arrangement and to promote greater autonomy of the social work program, as required by CSWE standards, the dean of the College has invited the social work program director to sit on the Executive Committee as a non-voting member.

CSWE's standards require sufficient autonomy for the social work program and faculty to be able to influence curriculum, budget and promotion-tenure processes. Therefore, the administrative arrangement was reviewed in relation to these three areas. In the area of curriculum, the program's autonomy is clear and no different than it would be if social work were a single separate department. All curriculum recommendations move from the social work faculty to the College curriculum committee; health administration faculty play no role in reviewing or approving social work curriculum.

In the area of budget, special and informal arrangements have been initiated by the College dean which create a margin of autonomy sufficient to successfully operate the social work program. The program director is allowed to make a direct budget presentation and justification to the dean. The social work program's budget is maintained in a separate account. However, the chairperson of the combined Department of Health Administration and Social Work is the only one who can authorize expenditures. The social work program director, when not serving as the department chairperson, has little authority over the social work program's budget. Because the working relationship between the two faculties and program directors is very good, there have not been any significant problems. In addition, because departmental resources have been very tight, there is little discretion or con-

flict. Despite the absence of conflict currently, it is not hard to imagine a time or circumstance when the social work program's lack of authority over its budget could be a major problem.

In relation to the promotion, tenure and supervision of faculty, there is a serious problem that demands immediate attention. The (combined) department chairperson is charged with the responsibility of recommending promotion, tenure and merit salary increases. In addition, she is responsible for monitoring the work of faculty. As the social work program director is not the elected department chairperson, she has no formal authority or responsibility for leading and directing faculty. This arrangement does not provide the social work program director with any formal authority with the faculty. This lack of clear professional leadership no doubt explains why, for example, there is no standard course outline format. Without clearly vesting the social work director with supervisory and monitoring responsibilities, the program will not grow and flourish as it otherwise could.

The matter of autonomy was a major concern of CSWE during the last (initial) accreditation review. Although some progress has been made through informal and special arrangements, significant problems continue. The university administrators are aware of the problems, and some of them have indicated a desire to separate the two programs, so that each becomes a separate department with its own chairperson. The situation requires attention before the next accreditation review. The administrative organization of the social work program is closely related to the matter of resources (which also requires attention).

Resources

The current faculty of 3.5 FTE, supplemented by part-time adjunct resources, is more than double the resources available at the time of the last BOR review. Despite this considerable growth, resources continue to be a major issue. Some classes are as large as 40 students, too large to meet the demands of professional education. As mentioned earlier, there is a major problem created by the lack of administrative release time for the program administrator and the practicum coordinator, both of whom carry full teaching loads, along with the associated scholarly, administrative and community service responsibilities. University administrators stated their intent to seriously consider allocating to the social work program a fourth full-time faculty position.

A fourth faculty position would also help the other major deficit, viz., the current administrative arrangement. Traditionally, at FAU four full-time faculty have been needed to create a separate independent department. (The health administration program will get a fourth faculty member soon and then could become an independent department.) If for some reason it is not possible to provide the social work program a fourth position, the matter of administrative arrangements and faculty autonomy will still need to be addressed, presumably before the next CSWE reaccreditation review.

Faculty development resources, especially travel monies for faculty to present papers or to attend important professional meetings (such as those of the National Association of Baccalaureate Program Directors) are usually not available to the program director. Similarly, current physical facilities are only marginally adequate. However, faculty report that the space planned for them in the new social science building, currently on the

drawing board, will provide more than adequate space. In the short run, office space needs to be provided to adjunct faculty so they can confer with students.

Intra-University Relations

The relationship between social work faculty and other faculty groups within the College of Social Science has improved greatly in the last few years. Faculty participate in various programmatic and community service activities with colleagues in public administration, health administration, criminal justice, nursing and social gerontology. The program director, along with another non-social work faculty colleague, played a key leadership role in the university-wide interdisciplinary effort to develop a center for social gerontology. Much of the intra-university cooperation involving social work faculty resulted from activities initiated by social work faculty, often building on personal friendships. There is little evidence that university faculty or administration think of social work faculty members as natural research allies. In that respect, the program does not enjoy much visibility on the campus, although it is highly regarded by the social service professionals in the community.

An MSW Program at FAU?

The university administrators, the College dean, alumni, community practitioners and students are unanimous in their view that FAU should have an MSW program. The social work faculty are interested and intrigued by the idea of adding an MSW program; however, they are uncertain if the university understands the resource implications of such a move. To their credit, the

faculty do not want to compromise the quality of the BSW program they have built in order to establish an MSW program.

A number of reasons justify the need for an MSW program at FAU. Students and alumni do not believe that the BSW is a viable long term degree since the MSW is the preferred degree in the area. In the local community, several of the important social service arenas such as gerontology, mental health, health, and drug and alcohol treatment programs, follow a medical model; this model recognizes only the MSW degree.

There is also a common belief that this region needs another public university MSW program. Florida International University is too far away, both geographically and in terms of its orientation, to be a real resource to the place-bound South Florida resident. The vast majority of FAU graduates attend Barry University, which is more than an hour's drive away. Further, the Barry program is perceived to be very clinical, which is considered its strength, but a number of local agency staff see a need for a more general, broadly-based MSW program that would prepare graduate social workers for the various public social services. It is generally assumed that the local public university would be ideally suited to meet this particular need.

University officials are committed to an MSW program in response to community pressure and the university's mission. The university tries to be responsive to local community needs, and the local community is quite vocal about the need for an MSW program. The university believes that service to the local community is an important part of its mission and that the social work program is a major contributor to community service. Further, the university believes that a graduate social work program along with others in

the social sciences, will complement the university's traditional emphasis on the hard sciences and engineering and will contribute to a well-rounded and balanced university program.

Ultimately, the decision will be based on the availability of resources. The competition for resources in what is expected to be a rapidly growing university will be intense.

In response to inquiries by the university, the BOR consultants offered the opinion that the minimum number of faculty needed to operate both a BSW and MSW program would be nine to ten, with corresponding increases in other resources as well.

Conclusion

FAU has made substantial progress since its last BOR review and the more recent CSWE review. The university's BSW program enjoys wide support from students and community professionals. The faculty has become much stronger, but is hampered in its further growth by a continuing resource shortage and a dysfunctional administrative arrangement.

Recommendations

- (1) The faculty and administration of the university and the social work program should carefully consider the merits of continuing with the current number of part-time faculty versus consolidating some of the part-time positions into another full-time position; the latter course is preferable since it helps create a critical mass of full time instructional staff.
- (2) The university should re-examine the policy of not providing release time to the program administrator and the practicum coordinator for the numerous administrative responsibilities inherent in those positions.
- (3) Since only one of the three full-time and tenured faculty members possesses a doctoral degree, it will be to the advantage of all parties concerned if the university administration is able to successfully encourage these faculty members to pursue advanced education in social work or in an allied field. Thus, effective and generous efforts at further faculty development should be explored by the university administration.
- (4) The administrative organization of the social work program should be re-examined with a view to developing a separate department of social work. Such an administrative arrangement will be necessary to assure the degree of program autonomy and programmatic integrity required for successful reaccreditation of the program. This will also help in giving the social work program added visibility in the university.

- (5) Appropriate resources with regard to faculty lines, office space, release time for administrative responsibilities, travel funds for participation in important professional meetings, and office space should be allocated to the social work program.
- (6) In the absence of the provision of adequate and stable faculty resources, the university should not plan to initiate an MSW program. The minimum number of faculty for launching a new MSW program will be nine to ten. Such faculty will be expected to have a range of competencies required in order to develop and deliver a curriculum in compliance with the Curriculum Policy Statement of the Council on Social Work Education.

University of West Florida

Introduction

The social work program at the University of West Florida has been a free-standing department of the College of Arts and Sciences since 1970. The program was accredited by the Council on Social Work Education in 1974, the first year that baccalaureate accreditation was introduced by CSWE. The department gained reaffirmation of its accredited standing in 1987 for the full seven year period. The accreditation team's site visitors' report attested to the high quality of the program.

The department offers the baccalaureate of social work (BSW) major and a minor in social welfare. In addition, the department contributes heavily to the aging studies and substance abuse minors. Between 1984-86 the department participated in a cooperative MSW program offered by FSU. This program served a single cohort of 25 students, after which FSU chose to discontinue the program.

Curriculum

The BSW curriculum follows a generalist orientation geared to preparing students for entry level positions in a wide range of human service settings. Another curricular theme is its focus on preparing students for employment in rural and small urban centers. While most of the nation's social work baccalaureate programs pursue the generalist orientation, only a few state an explicit interest in rural social work. UWF's rural social work curricular identity is nationally known and has resulted in UWF serving

as the host school for the National Rural Social Work Conference in 1987. Publications on rural themes by UWF faculty have further reinforced this identity.

The UWF program maintains a strong tie to the liberal arts in its professional program and is comfortable and pleased with being housed in the Arts and Science college.

The UWF social work program interacts with other academic units on campus through opening its courses to non-majors and through course participation in the interdepartmental aging and substance abuse programs.

Faculty

The social work department is served by a total of six faculty lines, a number that has remained stable for some time. Four of these lines are filled by faculty at the doctoral level, and one line by an ABD. All faculty have masters degrees in social work.

Four of the six faculty are tenured. All but one have been with the department at least ten years. Most faculty have significant backgrounds in professional practice, in addition to their academic careers. Most are in demand and are active in private professional practice and consultation in the community.

The faculty are unusually productive as scholars for an undergraduate program faculty, ranking among the top third nationally of all such programs. The push towards scholarship appears to come from their doctoral training rather than from an expectation within the department.

The faculty enjoy positive relationships with each other, and with students, the administration, and the community. They believe they have a

solid program and they take pride in what they are doing. Hence, departmental morale is high and hard work is a norm for the faculty.

As a relatively small faculty in a department with several additional major projects (e.g., Aging Center), faculty typically wear more than one hat. A major administrative assignment in addition to their teaching assignment is the norm. Teaching loads, however, appear reasonable, averaging nine credit hours per semester.

The department has only one paid secretarial position. This position is filled by a competent college-educated person. However, given the size of the department and its special projects, staff support seems woefully inadequate.

Students

The department currently enrolls 90 majors, but has enrolled as many as 180 majors in the past. Over the past four years enrollment has remained stable. The previous drop in enrollment reflected a national trend away from hiring the baccalaureate graduate for entry level human service positions and a reduction in the size of the pool of high school graduates and junior college transfers seeking four year degrees.

The students in the UWF program are typically older, female, and working full- or part-time in the community. They are frequently place-bound students with family ties and economic dependency to the area. Most transfer to UWF from a neighboring junior college. The students' average grade point is 3.19, which is in the upper third of the baccalaureate programs at UWF. Since its beginning, the social work department has produced 800 graduates, 60 percent of whom still reside in the Greater Pensacola area.

The students are active within the social work program and loyal to it. A large number of current and former students turned out for the review and spoke favorably of the program. They commented on the accessibility and quality of the faculty in their preparation for entering social work practice. They were also strongly supportive of a graduate social work program at UWF.

Approximately five percent of the social work students are drawn from minority backgrounds. This represents a somewhat larger percentage of minorities than is found in the rest of the university.

Community Relations

The UWF social work department enjoys an exceptionally strong relationship with the professional human services community. The department has a professional advisory committee with which it meets regularly. This committee has been influential in the growth and development of the department. Faculty are active in community service roles and in providing training and consultation to community practitioners. The UWF students are welcomed by the agencies for field placements and are frequently hired from placement to full- or part-time positions. A large number of professionals from the community turned out for the BOR review. They spoke positively of the program and uniformly addressed the issue of the need for a graduate social work program in western Florida.

The department has been an active participant in and supporter of the Florida Association of Social Work Education Administrators. The UWF department director is past chair of this association. It was through

the Association that the impetus for the 1984-86 experiment in a cooperative masters program with FSU was generated.

Program Management

The department appears to be competently administered. The department chair is well regarded by the university administrators. He is seen as a fair and competent administrator university-wide. He has been asked to mediate in other departments where conflict had gotten out of hand. He enjoys the support of his faculty. Departmental administration is also facilitated by the experience of faculty, several of whom previously directed the department.

The current director is an able fund raiser, grant writer and grant manager, in addition to being a practitioner, researcher and scholar. However, given the size of the department, he must also carry a course load, which he does competently. Given the range of demands on his time, further program development and strengthening can at times be short-changed.

Facilities and Special Projects

The department has adequate space for faculty offices, instruction, and for housing its special projects at their current level of activity. Each faculty person has a private office, with additional space allotted to the director and departmental secretary. Office equipment and the general expense budget is minimally adequate to support the needs of the program at its current level.

In addition to its curricular program, the department has developed three other projects. These are: (1) A Center on Aging; (2) An Office of Interactive Technology; and (3) A Human Resources Videotape Collection.

The Center on Aging has received some state funding through the Florida Department of Human Services, but currently operates on a zero funding basis. There is no line item university support for any of the above projects. At zero funding the Center offers some consultation and in-service education through the contributed time of the department's faculty.

The Office of Interactive Technology has operated on an external funding basis. Its level of activity varies with its grant portfolio. The current level of external funding is \$60,000/year. The Office of Interactive Technology develops video disc training materials for the state DHS. The Videotape collection project developed as a "gift" of approximately 300 tapes from the University of Wisconsin in exchange for administering the archive. The department has agreed to handle nation-wide requests for copies of these materials. The level of activity has kept this a manageable, self-sustaining project.

Although listed as projects of the department, the above are modest efforts commensurate with the limited or non-existent operational funding available to them. Over the years, however, the projects have served to augment the department's general expense budget.

Summary of Accomplishments Since Last BOR Review

Since the last BOR review in which the UWF program was given a positive review, the following accomplishments can be cited:

1. Over 700 students have received accredited BSW degrees.
2. A Family Service Center was established by the department at Whiting Air Station.
3. The Center on Aging, the Office of Interactive Technology and the Videotape Archive Project were developed.
4. Reaffirmation of accreditation was earned in 1987.
5. Hosted a National Conference on Rural Social Work in 1987.
6. Cooperated with FSU in providing a masters program to 25 Northwest Floridians (1984-86).
7. Provided off-campus social work instruction in Panama City (currently inactive).
8. Received a major endowment of \$100,000 from a local donor.
9. Retained its local, state, and national reputation as a quality baccalaureate program.
10. Continued faculty productivity in scholarship.
11. Successfully attracted external funds to the department and the university.

Future Development Interests and Issues

The central developmental interest of the UWF social work department is to bring graduate social work education to Northwest Florida. The department believes this can best be accomplished through the development of a free-standing master of social work program at UWF. The department feels that by scaling down its undergraduate program, it would have the faculty resources to launch such a program. Not surprisingly, the Northwest Florida professional community fully supports this development and argues that both

a need and a market exist to sustain such a program. Evidence for the need is documented by the numbers of NW Floridians choosing to pursue a master of counseling degree at nearby Troy State (Alabama) and by the number of positions calling for masters trained social workers in Northwest Florida that go unfilled for lack of applicants.

While there has been no formal feasibility study of the need/market for a master of social work program, the department has initiated the process by requesting BOR funds to undertake such a study. The department has further studied ways to augment existing faculty resources through the availability of local adjunct faculty and a visiting faculty person to serve as a qualified consultant to develop a masters program. Four doctoral trained persons in the local community are available as adjuncts and a nationally known consultant has expressed interest in coming to UWF to help the department in building a masters program.

The department believes it has gained valuable experience in administering graduate education through its previous cooperative graduate program effort with FSU.

The faculty believes that the new graduate social work program should have an "advanced generalist" concentration with, again, emphasis on work in rural and small urban environments. Such a program would probably draw some national attention since only a few of the 93 accredited graduate social work programs have expressed similar rural/small urban center orientation.

The current UWF faculty have the academic background and experience to educate at the graduate level. However, with only six current faculty, it is difficult to see how they would have the range of faculty resources necessary for the start up of a graduate social work program. Most graduate

social work programs are based in schools with ten or more faculty. Recently some institutions of the size of UWF have pursued candidacy as graduate programs with the Council on Social Work Education. Some have been successful. However, CSWE is tightening the requirements for initiating new programs and it would be unwise for UWF to begin a graduate program without a compliment of at least 10 full time faculty.

A second area of developmental interest to UWF social work faculty is that of strengthening and expanding its Center on Aging. Given the current and future demographics of Florida and the nation, the need for trained professionals in aging is apparent. The area also opens up opportunities for research, consultation and continuing education, including projects which could be funded from external resources. Currently half of the social work faculty have a strong academic identification with gerontology.

Outreach education and training to Panama City remains of interest to the UWF social work faculty. However, some statewide policy decisions have apparently placed Panama City beyond the service outreach of UWF. There are no plans for the social work faculty to return to the area.

The department plans to pursue institutional support (e.g., new lines) for its aspirations to start a masters program and to provide a full-time faculty person for its Center on Aging. Central administration appears sympathetic to these interests, but feels it is not in a position to make any definitive commitments. The department at this point can only be assured it will not lose lines and that its plans would be favorably considered if additional resources were available. Central administration sees a masters level program in social work as fitting into the mission of a

"regional university" with its commitment to serve the needs for professional training in this region.

Recommendations

1. The department should be encouraged to give first priority to continuing and enriching its baccalaureate program and to maintaining its state and national reputation as a quality baccalaureate program. Consideration should be given to raising the GPA requirement for students entering the program to assure higher quality.
2. The department should be encouraged to continue its planning interest in bringing graduate social work education to Northwest Florida. This means it should undertake a comprehensive, indepth feasibility study of the need for graduate education and the resources necessary to provide a quality graduate education program in the area.
3. The department should be encouraged to give similar attention to strengthening its Center on Aging. Given that aging is of university-wide interest and concern, future developments should be both departmental and interdepartmental at UWF. A strengthened Center on Aging could serve as an important vehicle for expanding external funds for education, training, research and service consultation to the region.
4. The department should be encouraged to strengthen its Office on Interactive Technology since it is on the frontier of the new video disc technology for which the market is only now beginning to open up.
5. The department, along with the other social work programs in the Florida system, needs to work aggressively with the Florida Department of Health and Rehabilitative Services to re-establish grant/contract support such as it has enjoyed in the past.
6. The department should be encouraged to maintain its curricular emphasis on service to rural and small urban center populations. This is a

sound emphasis which is complementary to the needs of the region and yields valuable national visibility for the UWF social work program.

7. The department should be encouraged to maintain and strengthen its resolve to recruit minority students and faculty to its program. Careful attention should be given that grade point standards should neither be compromised in the effort nor should they be rigidly applied in such a way as to preclude promising minorities from entering the program.

University of Central Florida

Introduction

The University of Central Florida is a general purpose university serving the Orlando and Central Florida area. Initially developed with a primary emphasis on providing education and research for the space program and related industrial technology, the university has substantially broadened its mission in the arts and sciences and in selected professional areas designed to serve the rapidly growing needs of urban Orlando.

The baccalaureate social work program's goals and objectives are well suited to that portion of the university's mission which seeks to address urban need. The social work faculty document the rapidly escalating human problems within the region which have been exacerbated by a population explosion, limited urban planning, and the transient nature of many families. There is ample evidence to support a projection of growth in regional human needs, the social services necessary to meet those needs and the resulting needs for social service manpower.

The history of the social work program at UCF reveals significant difficulties dating from its origin in the early 1970s up through 1979. The 1979 BOR review specified the need for upgrading the program's curriculum, faculty resources, and overall quality. The university responded by hiring the current director, whose leadership led to full accreditation within one year. The director and faculty have maintained the accredited status of the program.

Curriculum

The curriculum is well conceptualized and is organized through the use of a set of expected educational outcomes which are linked to the various courses and the field practicum. The liberal arts foundation is provided in the first two years of study, and is followed by the professional curriculum. The five areas of professional social work foundation specified by accreditation standards (human behavior and social environment, social welfare policies and services, social work practice, social work research, and the field practicum) make up the bulk of the professional curriculum. However, fields of practice and problem-focused electives are offered to enrich students' preparation as generalist practitioners. Until recently, the program offered concentrations in child welfare, gerontology, and health services, utilizing elective courses and a related field practice setting to provide students with additional knowledge of a particular area of practice. Now, in compliance with CSWE policy of not offering concentrations at the undergraduate level, the program has relabelled these offerings as "social welfare enhancement options." These options serve a useful purpose to enrich the preparation of students who anticipate entering generalist practice in a particular type of setting.

The required curriculum is comprised of two courses in social welfare policy and services, two courses in human behavior and social environment, two courses in research, four practice methods courses including a course in interpersonal skills, plus a practice seminar and a course on social work practice with minorities concurrent with the field practicum. The field practicum requires students to spend a minimum of 420 clock hours in the field placement. This occurs during the last semester of the senior year.

The field practicum component of the curriculum is very strong. There is evidence of excellent faculty support, extensive interaction between faculty and field supervisors, and a wealth of professionally supervised field settings.

The curriculum is essentially the same as when the program received reaccreditation in 1986 with the exception of updated course syllabi and a new course in research. The curriculum is soundly designed and well executed. There is clear evidence that the curriculum is well suited for the preparation of entry level, generalist practitioners. The graduates of this program are highly regarded in the social work practice community as evidenced by feedback from practice representatives.

Faculty

There are five full-time faculty assigned to the program. However, one member is currently on educational leave in order to complete her doctoral study. The faculty makeup reflects good balance in both gender and race. There are three males and two females. One of the males is an Asian American and one of the females is black. The other three faculty are white. A fairly recent faculty addition has strengthened the faculty's capacity for research. This new member and the department chair appear to be the major producers of scholarly studies among the faculty, though all of the faculty have been engaged in producing articles and/or in-house studies. While overall research productivity is modest, several new articles are reported to be in press. The scholarly productivity of this faculty, when compared with other undergraduate programs not housed within a graduate school of social work, is above average.

This faculty excels in providing high quality instruction and community service. The written materials and student feedback documented the quality of instruction. Additionally, community representatives elaborated on the faculty's role in improving community services, and in developing cooperative efforts between the program and agency professionals. The current four faculty members possess the desired range and balance of experiences to support a BSW program, though their numbers are insufficient to carry out all of the necessary tasks. Temporarily, this need is addressed by adjunct faculty who are serving in the absence of the person on educational leave whose return would restore the program's faculty to full capacity.

Students and community representatives presented evidence of a hard-working faculty who are highly regarded as educators and professionals contributing to the improvement of social work education and services in Central Florida. Work loads are heavy, however, and any reduction in faculty size would seriously reduce the quality of the program.

Students

Following the national trend, the number of full-time students in the program has declined since the time of the previous BOR review. However, enrollment has remained stable in the recent past with approximately 70 students at the junior and senior level. The program graduates approximately 25 to 30 students per year. This is indicative of a good retention rate in view of the fact that a number of students are enrolled part-time. Enrollment could be expected to grow as there are some incipient indications of a national trend toward increased enrollment in social work. This would seem especially likely in light of the continued, rapid, population growth

of the Orlando area. Currently the social work department is reported to have the highest percentage (between 10 and 15 per cent over the past several years) of minority students among programs at UCF and is planning for additional minority recruitment. Recruitment efforts include regular contacts with the community colleges in UCF's region of the state.

The department has conducted a survey of its BSW graduates and found that 90 per cent of those responding were employed in social service positions. As indicated above, graduates of the program are highly regarded by the community. These findings are consistent with the findings reported in the MSW feasibility study.

Administrative Structure

The social work program is a department within the School of Arts and Sciences. The department chair, reports to the dean of Arts and Sciences from whom the department's budget is allocated. The dean in turn reports to the provost, who is the chief academic officer of the university. There appears to be a good working relationship between the dean and the department head, though there are some issues growing out of the administrative structure which are predictable. The needs of professional programs lodged within arts and science structures are sometimes not fully recognized due to the divergent nature of competing needs. Given this structural context, the relationship between the department and the school appears significantly better than average.

Leadership

The department chair has provided excellent leadership which is evidenced by the transition of a previously troubled program prior to his arrival to one which is now very robust and shows signs of continuing improvement. The program faculty manifests a strong sense of esprit de corps which undergirds their commitment and the hard work shown during the tenure of the current department chair. The chairman has also been successful in obtaining external grant funds which have not only supplemented the program but have at times been necessary to sustain minimally acceptable levels of resources.

Resources

The social work department's office space has been greatly improved in the recent past. Faculty members have private offices located within a cluster around a large open area where the one full-time secretary and various part-time students, secretarial staff are located. The offices are small, but adequate.

Classroom space is limited to one room located within the same cluster of faculty offices. While this classroom is extremely convenient, it requires the department to schedule classes throughout the day and sometimes into the evening in order to avoid conflicts. In addition, the space will handle only about 20 students. Should enrollment grow, as is happening nationally, classroom space could quickly become inadequate to meet minimal needs.

According to a report prepared by a member of the department, faculty salaries of all but the department chair are below national, regional, and

university averages for comparable rank and time in service. This circumstance puts the quality of the program at risk, as it gravitates against maintaining faculty who would be competitive for higher paying positions at other institutions.

As pointed out above, the department has only one full-time secretary. Secretarial support is a problem due to the dependence upon transient student staff members. Typically, student staff members leave at the point when they have finally achieved a comprehensive knowledge of their jobs. This is a significant limitation for the department and can be expected to negatively impact the proposed development of a research and training center and the desired increases in the faculty's scholarly productivity.

The library holdings are minimally adequate to support a small undergraduate program, though some students reported dissatisfaction with the limited numbers of copies of books assigned for courses. There is evidence that the department has made substantial efforts in working with library staff to upgrade the holdings. While the library now has adequate books, periodicals and other materials to at least minimally support the BSW program, there does not appear to be sufficient depth of library holdings to support graduate level or extensive historical social work studies.

Audio/visual equipment is sufficient in quantity to support the needs of the program, though some of the equipment is aging and will need replacement in the future. The department now has microcomputers in addition to mainframe computer access. These have added substantially to the productivity of faculty and are utilized in instruction.

The department's dependence upon external funds has the potential to create some problems. It is notable that the social work program has

experienced a decline in institutional, "hard funded," budget since achieving departmental status. It almost appears that the department has been penalized for its resourcefulness in generating extensive external grant money. This is an issue which should receive some careful attention at the policy-making levels of the university.

Intra-University Linkages

As mentioned earlier, there appears to be a good working relationship between the dean and the department chair, though the norms and perspectives within a school of arts and sciences do not bode well for the long-term needs of a professional program such as social work. The university provost is relatively new on the UCF campus; thus, it is perhaps too early to assess the extent of support and the relationship between his office and the department, other than to point out the formal chain of command. The provost did allude to a general recognition of potential issues arising from the location of an applied professional discipline within a school of arts and sciences and expressed his personal opinion that social work education is more appropriate at the graduate level.

Due perhaps to the small size of the program, the social work department has limited visibility across the campus. One mechanism to increase UCF students' awareness of social work as an option could involve utilizing the first social policy course, SWPS 3203, as an elective for non-majors. Additionally, the course title could be changed to "An Introduction to Social Work and Social Welfare" which would more accurately describe the content and serve to highlight the entry level nature of the course for interested students from all parts of the university.

Extra-University Linkages

The department chair and faculty have developed excellent linkages with Orlando's social work practice community. A measure of the program's community linkage is the highly active Advisory Council. This group represents a wide cross section of social work professionals and includes representatives from both the National Association of Social Workers and the regional office of the Department of Health and Rehabilitative Services. The level of commitment of this Advisory Council is exceptional when compared with counterparts in comparable social work programs around the country. Recruitment is one of the areas in which the Advisory Council has become active. The Advisory Council is in the process of developing a video tape which is planned as an aid in recruiting new students. In the recent past the Advisory Council was directly involved in planning for the CSWE reaccreditation review.

Future Developments

The department has plans for three new projects which are in various stages of development. Plans for an MSW program are on hold, a Social Welfare Research and Training Center is in the conceptual stages, and an International Sister Program with universities in Chile and Korea has just begun. The International Sister Program agreements were completed early in the fall of 1987, though the implementation of the program is just beginning.

The department chair and faculty have engaged in extensive pre-planning to determine the feasibility for developing a Master of Social Work degree program. Included in the written materials was a copy of a 1986 feasibility study conducted by Dr. Charles Guzzetta of Hunter College School of Social

Work. There appears to be substantial evidence of demand for an MSW program. Currently, FSU's off-campus MSW program in Orlando has approximately 74 students enrolled, and Dr. Guzzetta's study revealed major support among members of the practice community who reported ongoing need for masters level education for their staff members. Coincidentally, the majority of the junior and senior level students who met with the BOR review team indicated plans for attaining the MSW degree. The department's Community Advisory Council was very vocal in support of developing an MSW program.

Dr. Guzzetta's study raises some crucial questions regarding the resources and support necessary to begin a masters level program. The current faculty, library, classroom/office space and clerical staff resources are clearly insufficient for a masters program. The university administration indicated that internal funding for these resources seemed unlikely for the near future.

The social work department's International Sister Program has been finalized and will soon become fully operational. The agreements with Catholic University of Valparaiso, Chile and Kyungpook National University, Republic of Korea are largely for exchange of faculty and students and joint studies which are envisioned to require very limited funding.

The International Sister Program with Catholic University of Valparaiso, Chile is moving ahead very quickly and includes a joint venture with Catholic University, Washington, D.C., for conducting a study on family violence in Chile. Each of the three schools will provide money along with funds from The Fulbright Foundation. The funds necessary for this project are relatively small, particularly since the value of the dollar is relatively high in Chile. This joint program does not appear to create a

major drain on the department and has the potential for providing faculty research opportunities and cultural enrichment through brief exchanges of faculty and students. Plans for a visiting student from Chile may lead to new opportunities in agencies serving Hispanic clients.

The International Sister Program, as envisioned by the faculty, appears to be attainable at very modest cost in terms of faculty time and money. One faculty member has a nine month contract and has used the summer for carrying out travel related to the program. In addition, funds appear to be available from external sources which can support much of the activity. The cultural enrichment which can come from this small, international project appears substantial.

The planned Social Welfare Research and Training Center is not envisioned as a "stand alone" research center, but as a mechanism for highlighting and emphasizing research and training within the department. Highlighting an emphasis on research and training could serve to improve the department's success in competing for grants and could substantially increase faculty opportunities for scholarly activity. This plan is representative of the high energy level and creativity of the faculty. While the plan appears to be feasible, there is some potential for problems arising should the work loads generated by training/research grants begin to encroach on the needs of the BSW program. Grants would necessarily have to generate sufficient overhead to cover the increased need for secretarial and training staff.

Summary

The UCF Social Work Department is a strong, stable undergraduate program with a well qualified faculty which excels in teaching and community service. There is evidence of substantial increases in publications which should continue to increase with the latest addition to the faculty. There are some areas in need of attention as outlined above in the report. Some of these actions will be necessary to assure the continued quality of the undergraduate program, though substantial increases in resources will be necessary to begin realistic planning for a graduate level program.

Recommendations

1. The development of an MSW program appears to be an appropriate aspiration only if the university determines that adequate resources can be allocated to the department. There appears to be a significant need for a program which could serve the Central Florida area in and around Orlando. Creation of a marginally supported program, however, would tend to ensure a weak program and would fail to serve the best interest of both the university and the community.
2. The relationship between HRS and social work education within the UCF catchment area is reasonably good based on the information available. The statewide relationship between HRS and social work education appears to be in need of extensive improvement. UCF's social work program needs to join with its counterparts in other institutions across the state in a coordinated effort to enhance the relationship with HRS in order to provide leadership in conceptualizing and developing ways of impacting the state's social services manpower utilization.
3. The department's plan to promote a "Social Work Research and Training Center" appears to have many positive features as discussed above. The one concern is the potential drain on resources and faculty time which could negatively impact the accredited BSW program. The department needs to assure that grant monies are sufficient to generate the needed resources to carry out the various activities of the Center. Given the small size of the faculty and the demands for teaching and servicing the student field practicum, plans for the Center should remain quite modest.

4. Faculty salaries appear below average. Unless this situation is remedied the program will be at risk of losing valuable faculty resources.
5. Secretarial resources are minimal. Continued dependence upon part-time, student staff will limit the department's capacity to achieve desired levels of excellence.

Florida International University

Introduction

The department of social work at Florida International University offers graduate and undergraduate studies leading to the bachelors and masters degrees in social work. The educational goals of both programs are to prepare graduates to work effectively in complex human service organizations in governmental and voluntary settings within the community, regional, state, and national systems.

The undergraduate program has been in existence since the university's inception in 1972, and has been accredited by the Council on Social Work Education since 1974. In February, 1981, after five years of planning and study, including extensive review by outside consultants, the Board of Regents granted authority to FIU to offer the Master of Social Work degree. Classes began in August, 1981. In February, 1986, the graduate program was granted full accreditation by the Council on Social Work Education.

The department is located on the North Miami Campus with the full curriculum of the BSW and MSW courses taught on this campus. Offices are maintained on the University Park and Broward Tower campuses. BSW courses are offered at University Park, and in Fall, 1987, the MSW degree program was implemented on a part-time basis at the Broward Tower in Ft. Lauderdale.

The BSW program at FIU is the only undergraduate social work program in the Miami area. FIU's MSW program and that of Barry University are the two masters programs in the Miami area. The MSW program is specifically targeted to the need for advanced social work practitioners in services to children and families and the need for services to the elderly in the public

sector and in agencies largely funded by public sources. The department is an administrative unit of the School of Public Affairs and Services. There are 16 faculty members, 67 BSW students and 75 MSW students.

FIU is an active participant in the Florida Association of Social Work Education Administrators, and the director of the social work program at FIU is the current chairperson of the group.

Response to the 1979 Review

FIU has made substantial progress in several areas since the previous review in 1979; in other areas continued attention is indicated. Since 1978, the department has added a number of faculty members who bring extensive management/supervision and administrative practice experience to the programs. This faculty expertise has been particularly relevant to the masters program. Thus, the recommendation to strengthen faculty resources in this area has been implemented.

Another recommendation was that the social work programs should have greater administrative autonomy. The department of social work continues to be housed within the School of Public Affairs and Services (SPAS), together with the departments of public administration, health services administration, criminal justice, and medical records. Department directors function under the leadership of the dean of the school. The director of the department of social work has programmatic and operational responsibility for the department and decision-making authority regarding implementation of program goals and objectives. She serves as a member of the SPAS Executive Committee, which includes all five departmental directors, and which assists in determining policy for the school.

The department has developed its own personnel policies, governance document, merit criteria, and criteria for developing work load credit. The department director submits a budget/resource request to the dean for review and inclusion in the school's annual budget request. Once allocations are made, the director assumes full responsibility for management and administration of the department's budget within the university's categorical guidelines.

In the areas of budget and personnel, the department has not experienced as high a level of autonomy as it would like; budgetary and personnel decisions are made at the school level. The issue of autonomy is currently being reviewed within the department, the school and the central administration. It was an item of considerable discussion during the on-site visits and will be discussed in a later section of this report.

In 1979, FIU was not judged to be in a position to undertake a graduate program. However, as a result of additional preparation by the faculty, the BOR granted authority to FIU in 1981 to offer the Master of Social Work degree. In May, 1982, the program was granted candidacy status for accreditation, and the program was fully accredited by CSWE in February, 1986.

Another recommendation was that the Barry University and FIU undergraduate programs be merged under the jurisdiction of FIU. Barry University's BSW program was phased out at the end of the 1985-86 academic year. The BSW program at FIU is now the only undergraduate social work program in the Miami area.

A general recommendation in 1979 was that the social work programs should have some role and capacity for the provision of training and continuing education programs. The department of social work has been very active

in providing training/continuing education programs. Funds for training programs have been obtained from the Department of Health and Human Services and from both public and private agencies in the Dade/Broward Counties area. Furthermore, the department has "provider" status for continuing education programs from the Department of Professional Regulation of the State of Florida.

Curriculum

A. Undergraduate Curriculum

The undergraduate curriculum is representative of the standards set by the Curriculum Policy Statement and the Standards for Accreditation of the Council on Social Work Education. It provides for learning from a generalist perspective and includes content in the areas of human behavior and the social environment, social welfare policies and services, practice, research and field instruction. Content on human diversity is strong and pervasive, and students have excellent opportunities for practice with minority populations. Field learning is sequential, extensive, and well supervised. Curriculum issues raised by students and faculty reflect the national concern for the need for specialized content within a generalist model in such areas as children, families, AIDS, substance abuse, and direct practice skills.

The recent change from the quarter to the semester system has allowed the number of electives to be increased from three to five. Some of this specialized content is being offered in elective courses. Also, efforts are being made to disperse the more specialized content

throughout the curriculum via readings, field assignments and course assignments.

The two distinct groups of students in the program present some difficulty in curriculum implementation within the classroom. A large number of students (approximately 80 percent) come from the community college system and are usually non-traditional and older. These students are in the same classes with those who are entering the program from the freshman and sophomore classes at FIU or other universities. This second group consists of the more traditional students, with stronger and more current academic backgrounds, and reflects the high FIU entrance standards. These two disparate groups of students within a given course present challenges in teaching.

There is a clear articulation between the community college system and the department of social work regarding student eligibility for admission to the social work program. The undergraduate program at FIU requires 12 hours of social and behavioral sciences, one course in statistics and one course in human biology. The undergraduate program director communicates regularly with community college personnel, and there appears to be a good relationship with faculty at the community colleges.

B. Graduate Program

The curriculum is organized on the basis of one year of foundation content and one year of specializations or concentrations. The MSW program requires a minimum of 60 credit hours for graduation. The first year includes the areas of social work practice, human behavior

and the social environment, social welfare policy, social work research, and an integrative field seminar in the second semester. There is also the opportunity in the first year for one elective. Field instruction takes place during the second and fourth semesters. Content on special populations and minorities is woven throughout the curriculum.

The second year of the curriculum offers the opportunity for concentration in two areas: services to children and families and services to the elderly. Within these two concentrations there can be further specialization in administration/supervision or direct practice. The faculty are currently discussing ways of refining and conceptualizing the model so as to make certain that the concept of family undergirds both the children and families area and the area of aging. Efforts are also underway to include current content on such subjects as AIDS, substance abuse and eating disorders. Some of the deficit in the curriculum for these content areas is being met by Saturday morning seminars, which are planned by the students, on current issues in social work. These monthly Saturday morning sessions are planned by the students in collaboration with the faculty advisor and are well attended by students and faculty.

Computer literacy is another content area that the faculty believe needs to be better integrated into the program. They are currently evaluating how to deal with the inclusion of this content in the MSW curriculum.

There are a number of points of integration of the curriculum, both internally and externally. There is a strong integration of the

BSW and MSW programs by virtue of the structure of one departmental status wherein faculty are not divided along program lines. The curriculum committee for the department evaluates both programs in terms of issues of duplication and overlap in the foundation content of the masters program and the BSW program.

Program integration within the university occurs by means of collaboration in course development, cross teaching, dual majors, enrollment of students in courses in other departments, and cooperative research projects of faculty. Such curriculum integration has been noteworthy in the health area within the department and the university. The curriculum is further enhanced by the involvement of the department in a variety of community projects and the University Center on Aging.

Although the thrust of the curriculum is to prepare students for practice in the public sector, content is also relevant to the preparation of graduates to become licensed clinical social workers. Professional licensing of social workers began in Florida in 1983; thus only a few of the graduates have taken the examination. It is reported that those who have taken the exam have passed.

Outcome studies analyzing the effectiveness of the curriculum are needed. Beginning steps are being taken to conduct an alumni study and to use other evaluation methods to gauge program outcomes.

Current curriculum efforts of the department include: (1) an evaluation of the MSW curriculum structure and content; (2) the development of new electives in the BSW program; (3) the establishment of a Center on Children and Families, and (4) beginning discussions regarding a PhD program.

Faculty

There are 16 faculty members in the department of social work teaching in both the BSW and MSW programs. One of these 16 faculty positions was approved for the 1987-88 academic year and is currently filled by a visiting professor. A second position had been allocated for 1987-88, and although there was recruitment, the position was not filled. The position was held in the vice president's office and no recruitment for this position for 1988-89 was authorized. Emphasis in faculty recruitment during the past few years has been on hiring nationally recognized social work educators who can bring national visibility to the program, minority faculty, and those who have had experience in other graduate social work education programs.

The director is the only black faculty member, and three faculty members are Hispanics. There is a need to recruit and hire additional black faculty. Ten of the 16 faculty are female. Six of the women faculty hold the rank of associate professor, but none are at the full professor level.

The faculty are currently involved in strategic planning within the department and within the SPAS. FIU has a relatively new president, a new provost, and a new acting dean of SPAS with a search underway for a new dean. Faculty are questioning what these administrative changes will mean for them, especially in regard to the matter of autonomy and their future with the department and the university. Also, the faculty has grown rapidly with the change from an undergraduate only program to one which offers both the BSW and MSW. There are a number of new faculty, and some of the tension in growth, administrative uncertainty and the issues related to autonomy were evident at the time of the site visit. However, one senses a greater degree of stability in the departmental leadership and some excitement about

bringing in new people. There is a sense of anticipation and expectancy about being involved in programmatic decision-making.

Faculty are committed to teaching, and student evaluations of teachers tend to be positive. The expectation for greater research productivity in the university is causing some internal uneasiness. The acting dean of the school noted that approximately half of the faculty are not involved in research or scholarly activity or in making a contribution to the profession, although there has been an increase in scholarly productivity during the past two years because of the infusion of new leadership and mentorship by senior faculty. It appears that the faculty who are writing are the same ones who are involved in service, teaching, and carrying out administrative functions.

A major problem for this program rests in the fact that a number of junior faculty are assuming responsibility for many of the administrative tasks of the department, including coordination of the field program, directorship of the undergraduate program and involvement in such activities as recruitment, advising the student association, and admissions.

The service activities of faculty are very extensive, and the major question here is how to mesh the service role with research and teaching. Faculty development activities and the retooling of faculty are serious challenges for this faculty.

There is extensive cross-over teaching between the undergraduate and graduate programs. Everyone teaches in both program areas at some time or another. The use of adjunct faculty from the community has also been one way of enhancing the faculty complement.

The faculty and administrative leadership recognize the need for more micro practice faculty at senior ranks. The goal of the department is to obtain 20 full-time faculty members by 1991. They hope to recruit four nationally renowned faculty with backgrounds in direct practice with families, children, and the elderly.

Faculty salaries for assistant and associate professors are low when compared with social work faculty in other universities nationally. Those for full professors are comparable to salaries for full professors nationwide. Several faculty spoke of the salaries as low in relation to the high cost of living in the Miami area.

Students

The growth of the student body in the MSW program has been rapid and consistent since the time of its inception in 1981. For the current academic year, 1987-88, there are 75 masters level students. Twenty of these are minority students, including six blacks and 14 Hispanics. Fifty MSW students enrolled in summer school in 1987.

The enrollment in the undergraduate program during the current academic year totals 67 admitted students and an additional 35 students enrolled in courses as special students. Of the 67 admitted students, almost half are minorities; 14 blacks and 16 Hispanics. There has been a decline in student enrollment in the BSW program for the last several years, and the need for increasing enrollment of BSW students is recognized by the faculty. Some faculty commented that the undergraduate program was somewhat neglected during the development of the MSW program.

Furthermore, the move of the department from the University Park Campus to the North Miami Campus had a negative impact on this situation. Although a few courses at the undergraduate level continue to be taught on the University Park Campus, there is no consistently visible presence in a good location. The office for the department is "in a trailer way out in nowhere." This situation is further complicated by the fact that BSW graduates generally are not paid well in the state system. However, a plan is in place for further recruitment and career planning with students, but resources will be needed in order to carry this out.

The enrollment of the BSW program could be increased to approximately 150 students without needing additional faculty resources. Classes already being offered could accommodate additional students. Recruitment from within the university is a priority for the department.

Recruitment for the MSW program will emphasize the specialty areas in the school and take a national perspective. The part-time offerings on the Broward Campus are increasing the number of students enrolled in the MSW program. Approximately 25 or more students are enrolled in each of the four courses being offered there this semester.

The students are generally older. Many are making career changes, a large number of them are working, and several of them are homemakers. The student population is a diverse group and the students appear to get along extremely well with one another. There is a very active student association, and the students are taking an active, energetic role in curriculum work, recruitment, and the overall governance of the programs. The feedback from graduates and employers about the program was extremely positive. Students, alumni and agency representatives strongly supported the curriculum

and expressed their belief that the curriculum prepares students for social work practice.

Resources

Library resources, laboratories, and equipment at all three locations of the department appear to be adequate. Computers are available for some faculty, and there is a plan to purchase additional ones. The major concerns about the support systems revolve around the limited travel dollars to conferences and meetings and the fact that there are only two secretaries serving the entire department. Travel dollars are limited to approximately \$350 per year, but to make use of those funds, one must be presenting a paper when attending a conference. This limits the possibility for faculty development through conference attendance, and is a special problem for those just beginning their research and scholarly work. Although the two departmental secretaries are extremely well qualified for their positions, the work load for faculty and administrators is too heavy for only two persons. This number cannot support the faculty development and research activities being planned, nor does the number meet the state formula for secretarial assistance. This problem was noted by the Council on Social Work Education at the time of accreditation.

Space for the primary location of the department on the North Miami Campus appears to be adequate. For social work practice classes, there is a social work laboratory with a one-way mirror and small rooms for groups. Space problems do exist on the University Park Campus and at the Broward Towers. There is a space problem in general at the Broward site, but planning is underway to improve this situation in collaboration with Florida

Atlantic University. The move of one program from the University Park Campus to the North Miami Campus may open up space for the social work program at University Park. There is a clear need for attention to be given to the two campuses where space is a problem.

Program Management

The director of the social work department is providing excellent leadership to this program. She has a sound knowledge of social work education and exemplifies strong leadership skills in working with faculty, the community, and students. She knows the program well and is providing stability and leadership during this period of strategic planning for the department.

The goals of this department for the past several years have been met under the current directorship. The accreditation of the MSW program, the reaffirmation of accredited status of the undergraduate program, and the hiring of additional senior faculty were the major goals during this period.

Statewide Policy Issues Related to Florida International University

A. Linkage of department with State Department of Health and Rehabilitative Services

Currently, FIU has no contract with the State Department of HRS for the training of social workers. However, the department of social work and HRS personnel are discussing a possible contractual relationship whereby a cohort of employed persons in the public social service system would be supported for graduate social work education.

A serious problem for the department in relation to public employees is the state employee fee waiver policy which prevents students in the public social service system from being counted as FTE's if they are part-time students taking six or fewer credits. This fee waiver policy allows for six free credits per semester for state employees with no reimbursement to the university and no consideration in the FTE count. Approximately 25 percent of the students in the department of social work fall into this category. Thus, an extremely valuable service is being provided to state public employees without any recognition of the effort of faculty and administration.

B. Expansion and New Program Development

Issues facing the department in relation to expansion and new program development center around questions of: (1) expansion of the BSW program at the North Miami and University Park Campuses; (2) continued growth of the MSW program on the North Miami and Broward County campuses and the possible need for MSW offerings at the University Park Campus; and (3) the question of a PhD in Social Work or an interdisciplinary degree with a strong social work component.

Obviously, any new program development will need to be addressed within the context of resource allocation from within the university and externally. Specifically, in relation to the PhD program, the beginning planning effort is set for 1989-90 as part of a three year planning process which would focus on the feasibility of such a program and the steps needed in planning and implementation. University administrators see a feasibility study as appropriate in response to the Comprehensive University Plan (CUP) developed between FIU and

Florida Atlantic University. The feasibility study would provide the opportunity for a careful examination of need, structural options and available resources. FIU administrators foresee a reasonable possibility of a PhD program in social work or the behavioral sciences with a strong social work component by 1992 or 1993, and thus believe that the state should be cautious in providing state contract dollars to Barry University before FIU develops its own plans and explores their feasibility.

C. Autonomy for Social Work Department

The department of social work, the SPAS, and the provost and vice president for academic affairs are engaged in discussions on the question of autonomy for the social work department. Numerous departmental and school-wide meetings with faculty and administrators are being held as strategic planning for the department and the school take place. The faculty and administrators of the department believe they will be ready for the goal of school status by the end of the 1988-89 academic year. The director hopes for 20 faculty positions to be committed to the school by that time for the beginning of the 1989-90 year and predicts that several additional faculty will then be engaged in scholarly research and publishing.

The acting dean of the SPAS believes that more time is needed in order for certain conditions to be met before the department is ready for school status. It is his belief that as the program moves more into the direction of direct practice at the "micro" level, it is likely that there would be support within the school for a structural change for the department. Such a move would contribute to the greater

uniqueness of the program in relation to the "macro" type departments which make up the rest of the SPAS. A direct clinical practice thrust is likely to continue at FIU in keeping with national trends in student demand, the needs of social agencies, the state licensing bill in Florida and the movement toward private clinical practice. The acting dean also believes the level and quality of faculty productivity in the areas of scholarship, research, publications, and service within the school and university need enhancing prior to school status for the department.

In the strategic planning taking place at the school level, several options regarding structure have been presented by the acting dean and others. One of the considerations in these debates is autonomous status for the social work program. One of the proposals calls for a core curriculum across departmental lines. Faculty pointed out that if this plan is implemented, it will present problems of accreditation for the social work programs. Also, the faculty have expressed a strong concern about the "unlikeness" of the departments which make up the SPAS. In other words, they feel a lack of "conceptual fit" with the other units of the school. Furthermore, there is displeasure with being identified with "several weak programs which are declining in enrollment."

Another one of the proposals being debated focuses on the possibility of a structure by which the department of social work becomes a school within a larger college. The national norm in social work education generally is for graduate social work programs to be "free-standing," that is, they are not placed in a larger structure with

other units where program administrators report directly to a provost or vice president for academic affairs, and where the chief administrator holds the title of dean. Seventy-six of the 93 accredited schools of social work in the United States would fit this model.

The provost and vice president for academic affairs also is studying the autonomy question. Her questions revolve around the lack of strength or clout in relatively small programs which are traditionally identified as women's fields. She indicated a strong commitment to enhancing social work education at the university based on the needs in southeast Florida, redefining the professional program in relation to the needs of the area, and developing community support.

Summary

1. Both the BSW and MSW programs at FIU are relatively new in social work education in the United States. However, they are an integral part of the growth of a relatively new university. The programs are meeting a need in southeast Florida and have a good reputation in the practice community.
2. Although enrollment has declined in the undergraduate program, there are opportunities for expansion at the masters level. The masters program is growing and will likely continue to grow in the Broward County area.
3. The faculty has grown in size and quality over the last few years and is experiencing some of the tension, excitement and challenge of this growth. Faculty development, however, is of extreme importance.

4. The curriculum is of sound quality, and efforts toward refinement in structure and content are underway.
5. The administrative leadership of the department is of excellent quality and has been stable for several years.
6. Resources for the school are limited in the areas of administrative support services and faculty travel dollars. Space is a problem at both the University Park and Broward County campuses.
7. The relationship with the State Department of Health and Rehabilitative Services and the funding/credit problems created by the tuition waiver fee system in the state have created several resource issues for the department.
8. The current administrative structure and the lack of appropriate autonomy have deprived the faculty of requisite visibility and resources.

Recommendations

Recommendations not requiring additional funding

1. Initiate recruitment efforts designed to increase student enrollment in the undergraduate program.
2. Focus on continued growth and maturity of the MSW program in terms of curriculum refinement, quality of student body, and strength and quality of the faculty.
3. Continue collaboration with the Department of Health and Rehabilitative Services with a goal of establishing closer relationships.

Recommendations requiring additional funding

1. Plan toward autonomous status for the department at a school level with sufficient resources in administrative support, faculty lines, and faculty development opportunities. This recommendation also entails a position of dean of the school with the necessary resources to support a dean's office.
2. Increase faculty lines for senior direct practice faculty and increase secretarial support, even if school status is not achieved immediately.
3. Increase travel dollars for faculty.
4. Review faculty salaries with possible extraordinary equity increases if indicated.
5. Continue and expand the programs at the Broward County site and the University Park Campus.
6. Consider conducting a study for a social work or an interdisciplinary PhD program.

APPENDICES

APPENDIX A

UNIVERSITY COORDINATORS

Florida State University

Dr. Ray Bardill
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University of South Florida

Dr. Phil Smith
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University of West Florida

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Florida International University

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APPENDIX B
University Local Consultants

University Local Consultants

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Florida International University

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Florida A & M University

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Florida Atlantic University

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University of Central Florida

Dr. Ray Mills
School of Social Work
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APPENDIX C
SITE VISIT SCHEDULES

STATE UNIVERSITY SYSTEM OF FLORIDA
SOCIAL WORK PROGRAM REVIEW
CONSULTANTS ORIENTATION

Tuesday, January 5, 1988
9:30 A.M. to 3:00 P.M.
Board of Regents Conference Room
Room 309 Collins Building
107 W. Gaines Street

9:30-10:15	°Introduction to the State University System of Florida °History of the Program Review Process	Dr. Roy E. McTarnaghan Vice Chancellor for Academic Programs
10:15-11:15	°Overview of the Program Review Process °Program Review Criteria °Requirements for Final Report: Systemwide and University	Dr. Angela Lupo-Anderson Director of Program Review
11:15-11:30	Break	
11:30-12:30	Social Work Program Review Issues (Working Lunch to be served)	Dr. Shanti Khinduka Lead Consultant
12:30- 1:00	Consultants' Responsibilities	Dr. Denise L. Young Program Review Associate
1:00- 1:15	Minority Representation in Social Work: Faculty and Students	Ms. Lillie Shelton Director of Equal Education Opportunity Programs
1:15- 1:30	SUS Budget Process	
1:30- 1:45	Collective Bargaining in the SUS	Mr. James Parry Director of Human Resources
1:45- 2:00	State University System Goals and Master Plan	Dr. Michael Armstrong Director of Planning and Analysis
2:00- 2:15	Community Colleges and the Program Review	Dr. Paul Parker Division of Community Colleges

Orientation Meeting (continued)

2:15- 2:30	Coordination of Program Review Activities	Dr. Pat Dallett Postsecondary Educaiton Planning Commission
2:30- 3:00	Unfinished Business and Adjournment	

FLORIDA STATE UNIVERSITY
SITE VISIT SCHEDULE

January 7, 1988

8:30- 9:00	-Relationship of programs to goals and mission of university -Availability of resources to discipline -State and national issues affecting discipline -Program management	President and/or Academic Vice President
9:00- 9:45	-Goals and objectives of discipline and program within school -Program Management -Faculty characteristics -State and national issues affecting discipline -Aspirations for programs	Dean, Associate Dean, Undergraduate Program Director, Doctoral Program Director, Director of Field Instruction, Director of Off-Campus Program, Dean of Graduate Studies
9:45-10:00	Break	
10:00-11:00	-Curriculum evaluation -Faculty characteristics -Program relationships within institution -Program relationships to individual and societal needs -Adequacy of resources	Curriculum Coordinating Committee
11:00-11:30	-Extrinsic value of programs -Occupational trends - Supply and demand for graduates	Alumni, Field Instructors Community Advisory Committee representatives
11:30-12:30	-Lunch and discussion of programs	Consultants only
12:30- 1:15	-Student characteristics -Demand for program and availability to students -Admissions, retention, completion -Articulation of program with community colleges and public schools -Follow-up on program graduates -Indicator of excellence -Review student work -Interviews with students	Coordinator of student affairs, MSW Program Director, BSW Program Director, Student representatives, Dean

Florida State University
Site Visit Schedule (continued)

1:15-1:45	-Discussion of programs -Consensus development -Report outlining	Consultants only
2:00- 3:00	-Summary of findings and pre liminary recommendations for university	Academic Vice President

D R A F T

FLORIDA A & M UNIVERSITY
SITE VISIT SCHEDULE

Friday, January 8, 1988

9:00- 9:30	University President, Vice-President for Academic Affairs 308 Foote-Hilyer Administrative Center
9:45-10:15	Dean, College of Arts and Sciences Dean, Graduate Studies Room 113, Tucker Hall
10:15-10:30	Break
10:30-12:00	Program Faculty 409 Perry-Paige
12:00- 1:00	Lunch Brought in for Consultants 409 Perry-Paige
1:00- 1:30	Alumni 409 Perry-Paige
1:30- 2:15	Students in Field Placement, Spring 1988 409 Perry-Paige
2:15- 2:30	Break
2:30- 3:00	University President, Vice President for Academic Affairs 308 Foote-Hilyer Administrative Center

D R A F T

FLORIDA ATLANTIC UNIVERSITY
SITE VISIT SCHEDULE

Wednesday, January 13, 1988

9:00 -10:00	Relationship of programs to goals and mission of university Availability of resources to discipline State and national issues affecting discipline Program management	Dr. Leonard Berry Academic Vice-Pres. and Dr. Robert Huckshorn Assoc. Vice-President Room 321, Adm.
10:00-10:15	Welcome and Mission of University	President Popovich Room 340, Adm.
10:15-10:45	Goals and objectives of discipline and programs within the college and departments Program management Faculty Characteristics State and national issues affecting discipline Aspiration for MSW Program	Dr. Robert Catlin Academic Dean Room 208, Adm.
10:45-11:00	Break	
11:00-12:30	Curriculum evaluation Faculty characteristics Program relationships within institution Program relationship to individual and societal needs Adequacy of resources	Carol Pohl Department Chairman Dr. Wilma Greenfield Social Work Program Director, and Faculty: Diane Alperin, David Wilson Jim Furdon, Walter Pierce, Room 208, Adm.
12:30- 1:30	Lunch	Consultants only
1:30 - 2:00	Extrinsic value of programs Occupational trends Supply and demand for graduates	Alumni, Field Instructors, Advisory Board Room 208, Adm.
2:00 - 2:45	Student characteristics Demand for program and availability to students Admissions, retention, completion Articulation of program with community colleges and public	A cross-section of students by level, race, sex, and back- ground. (Separate meeting with consul- tants and students

D R A F T

FLORIDA ATLANTIC UNIVERSITY
(continued)

	schools	only) Room 208, Adm.
	Follow up on program graduates	
	Indicators of excellence	
	Review student work	
	Interviews with students.	
2:45 - 3:00	Break	
3:00	Debriefing	Academic Vice Pres. Assoc. Vice President Dean, Consultants and Program Director Room 321, Adm.

D R A F T

FLORIDA INTERNATIONAL UNIVERSITY

January 19, 1988

8:30- 9:00 (University Park) PC-526	Relationship of programs to goals and mission of University Availability of resources of discipline State and national issues affecting discipline Program Management	Dr. Judith Stiehm, Provost
10:00-10:30 (North Miami Campus) ACI-215	Goals and objectives of discipline and programs within the college(s) and departments Program Management Faculty Characteristics State and national issues affecting discipline Aspirations for program (and new degree programs if applicable)	Dr. Judy Blucker Assistant Provost for Broward County Dr. Richard Campbell Acting Dean of Graduate Studies Dr. Milan Dluhy, Acting Dean, School of Public Affairs & Services Dr. Rosa L. Jones, Director, Department of Social Work
10:30-10:45	Break	
10:45-12:00 ACI-215	Curriculum evaluation Faculty Characteristics Program relationships within institutions Program relationship to individual and societal needs Adequacy of resources Effectiveness of eminent Scholars Program	Faculty Represen- tatives
12:00- 1:00	Lunch	Consultants Only
1:00- 1:30 ACI-331	Extrinsic value of programs Occupational trends Supply and demand for graduates	Alumni, Field In- structors, and relevant agency personnel
1:30-2:15 ACI-331	Student characteristics Demand for program and availability to students Admissions, retention, completion Articulation of program with community colleges and public schools	A cross-section of students

Florida International University
Site Visit Schedule
(continued)

Follow-up on program graduates
Indicators of excellence
Review student work
Interview with students

2:15- 2:30 Break

2:30- 3:00 Debriefing
ACI-215

Dr. Adam Herbert
Vice President for
North Miami Campus

Dr. Milan Dluhy,
Acting Dean, School
of Public Affairs &
Services

Dr. Rosa L. Jones,
Director, Department
of Social Work

D R A F T

UNIVERSITY OF CENTRAL FLORIDA
January 20, 1988

9:00- 9:30	Relationship of programs to goals and mission of university Availability of resources to discipline State and national issues affecting discipline Program management	Provost Astro President's Suite
9:45-10:15	Goals and objectives of discipline and programs within college(s) and departments. Program management Faculty characteristics State and national issues affecting discipline Aspirations for programs and new degree programs (if applicable)	Dean Rollins Dean Trefonis Dean's Conference Room (HFA 516)
10:15-10:30	Break	
10:30-12:00	Curriculum evaluation Faculty characteristics Program relationships within institutions Program relationship to individual and societal needs Adequacy of resources Effectiveness of Eminent Scholars Programs	Department Chair and faculty Dean's Conference Room (HFA 516)
12:00- 1:00	Lunch	Site Team
1:00- 1:30	Extrinsic value of programs Occupational trends Supply and demand for graduates	Advisory Council Dean's Conference Room (HFA 516)
1:30- 2:15	Student characteristics Demand for program and availability to students Admissions, retention, completion Articulation of program with community colleges and public schools Follow up on program graduates Indicators of excellence Review student work Interviews with students	Juniors and Seniors Cross-section of students by level race, sex and background Dean's Conference Room (HFA 516)
2:15- 2:30	Break	
2:30- 3:00	Debriefing	Provost Astro, Dean Rollins

UNIVERSITY OF SOUTH FLORIDA
SITE VISIT SCHEDULE

Thursday, January 21, 1988

- 9:00- 9:30 Dr. John Lott Brown, President
Dr. James Anker, Acting Provost
Dr. David Schenck, Acting Vice Provost
ADM 241
- 9:45-10:15 Dr. Julia Davis, Dean, Social & Behavioral Sciences
Dr. Edward Silbert, Associate Dean, Social & Behavioral
Sciences
Dr. James Renick, Assistant Dean, Graduate School
SOC 107
- 10:30-12:00 Meeting with Social Work Faculty, FAO 200M
- 12:00- 1:00 Lunch
- 1:00- 1:30 Meeting with Professional Advisory Committee Representatives,
Field Instructors
Andre' Floyd, Chairperson
Professional Advisory Committee; Field Instructor
Marsha Lewis, Professional Advisory Committee
Delia Sanchez, Professional Advisory Committee
Carl Neill, Professional Advisory Committee
Cheryl Tippet, Professional Advisory Committee; Alumni
Society; Field Instructor
Joseph Callan, President, Alumni Society
Carol Bennett, Alumni Society
Sherie Bordon, Field Instructor
Carolyn Glenn, Field Instructor
Joann Stewart, Field Instructor
Virginia Streeter, Field Instructor
Ruth Tilden, Field Instructor
- 1:30- 2:15 Meeting with Social Work Students
Deborah Ryan, BSW Student
Marie Eledge, BSW Student
Walter Wray, BSW Student
James Wright, BSW Student
Roger Casey, MSW Student
Jeanne Putman, MSW Student
Terra Bone, MSW Student
Jackie Ortiz, MSW Student
Donna Sicilian, MSW Student
Social Work Conference Room

D R A F T

University of South Florida
Site Visit Schedule (continued)

2:30 Exit Interview
 Provost Anker
 Vice Provost Schenck
 Dean Davis
 Chairman Smith
 ADM 226

D R A F T

UNIVERSITY OF WEST FLORIDA
SITE VISIT SCHEDULE

Friday, January 22, 1988

9:00- 9:45	Relationship of program to goals and mission of university Availability of resources to discipline State and national issues affecting discipline Program Management Goals and objectives of disci- pline and programs within the college and department Faculty characteristics Aspirations for program (and new degree program)	President Robinson Vice Pres. Friedrich Academic Affairs Dean Evans Arts & Sciences
10:00-11:00	Curriculum evaluation Faculty Characteristics Program relationships within institu- tion Program relationship to individual and societal needs Adequacy of resources Aspirations for program and new degree program	Chairperson Doelker Faculty
11:00-11:30	Extrinsic value of program Occupational trends Supply and demand for graduates	Advisory Board Members Adjuncts/Field Super- visors, Alumni/HRS Representative
11:30-12:00	Student Characteristics Demand for program and availability Admissions, retention, completion Articulation of program with community colleges and public schools Follow-up on program graduates Indicators of excellence Review student work Interview with students	Students
12:00- 1:00	Lunch	Consultants Only
1:00- 2:00	Debriefing Bldg 10/Academic Affairs	Vice Pres. Freidrich Chairperson Doelker
2:15	Depart for Airport	

D R A F T

APPENDIX D
SOCIAL WORK PROGRAM REVIEW
ISSUES

SOCIAL WORK PROGRAM REVIEW
ISSUES

1. Determine the most effective, efficient, and economical way to deliver a high quality education. (Involves examination of funding formula, university allocations, faculty size and salaries, comparison to sister disciplines and within Social Work Discipline in the geographic region.)
2. Linkage between HRS and the SUS for long term and continuing education.
3. Expansion of human service academic programs and the relationship between Social Work and those programs.
4. Future trends for Social Work education in the SUS and how these needs will be met within the current resource base.
5. Impact of state employee fee waiver on Social Work programs at all levels.
6. The need for additional BSW, MSW, and Ph.D. level degrees in the state (market demand; new programs vs. off campus delivery of existing programs; student demand; and other considerations).
7. "Location" of Social Work within the academic structure at the new universities (Division vs. School).
8. The current unmet need and projected statewide need for all levels of social work programs and continuing education, even in parts of the state which are not the site of the university.
9. Working to fund existing programs within institutional base; share borne by external funds.

D R A F T

APPENDIX E
CONSULTANT'S VITAE

CURRICULUM VITAE

NAME: Shanti K. Khinduka

DATE OF BIRTH: December 22, 1933

SOCIAL SECURITY NUMBER: 022-42-2811

ADDRESS:

Office: George Warren Brown School of Social Work Washington University Campus Box 1196 St. Louis, MO 63130 Phone: (314)889-6693	Home: 354 Cooperstown Drive Chesterfield, MO 63017 Phone: (314)469-3098
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MARITAL STATUS: Married
Two daughters

EDUCATIONAL BACKGROUND

Bachelor of Arts	1953 Rajasthan University Jaipur, India (Second Position in College-Magna cum Laude)
Master of Social Work	1955 Lucknow University Lucknow, India (First Class First Position-Summa cum Laude)
Master of Social Work	1961 University of Southern California Los Angeles, California
Doctor of Philosophy	1968 Brandeis University Waltham, Massachusetts

PROFESSIONAL EXPERIENCE

Current Position: Dean and Professor
George Warren Brown School of Social Work
Washington University
St. Louis, MO 63130

PREVIOUS EXPERIENCE (September 1967 - June 1974)

Associate Professor (1967-70); Professor (1970-74);
Assistant Dean (1972-74), St. Louis University
School of Social Service, St. Louis, Missouri

Responsibilities included the following:

Member, University Committee on Academic Rank and Tenure (1971-74)
Board Member, Institute for the Study of Peace (1972-74)

Chairman, Doctoral Program Planning Committee (1969-74)

Director of Doctoral Studies (1974)

Membership and Chairmanship of many School committees.

Areas taught:

Social Policy; Community Organization; Social Action; Social Development; International Social Welfare; Social Research; Social Change.

(July - August 1973)

Founding Director,

Kothari Centre for Environmental Research, Calcutta, India

Visiting Professor of Behavioral Sciences

Indian Institute of Management, Calcutta, India

(September 1964 - June 1967)

Doctoral student (as a Wien International Fellow)

The Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University, Waltham, Massachusetts

(June 1955 - September 1965)

Associate Social Affairs Officer

Survey, Research and Development Branch

Bureau of Social Affairs

United Nations

New York, New York

(July 1955 - September 1964)

Assistant Professor

Department of Sociology and Social Work

Lucknow University

Lucknow, India

PUBLICATIONS

Books and Articles in Books:

Edited Social Work in India (Jaipur: Sarvodaya Sahitya Samaja, 1962), pp. 214.

Edited Second, Revised Edition of Social Work in India (Allahabad: Kitab Mahal, 1965), pp. 335.

"National Social Service for Youth," in Social Work in India (1962), pp. 149-158.

"Meaning of Social Work," in Social Work in India (1965), pp. 1-29.

"Social Work as a Profession," in Social Work in India (1965), pp. 30-62.

"Bureaucracy in Social Welfare Administration," in Social Work in India (1965), pp. 205-219.

"Central Social Welfare Board," in Social Work in India (1965), pp. 220-240.

"Social Work Scholarship in India," (with S. K. Anand) in Social Work in India (1965), pp. 269-285.

"Group Work," in Encyclopedia of Social Work in India (New Delhi: Publications Division, Government of India, 1968), pp. 350-357.

"Community Development: Potentials and Limitations" in Social Work Practice, 1969 (New York: Columbia University Press, 1969), pp. 15-28. Reprinted in Ralph M. Kramer and Harry Specht (eds.), Readings in Community Organization Practice (Englewood Cliffs, N.J.: Prentice-Hall, 1975); in Roland L. Warren (ed.), New Perspectives on the American Community. Third Edition. (Chicago: Rand McNally, 1977); and in Fred M. Cox, et al (eds.), Strategies of Community Organization: A Book of Readings. (Itasca, IL.: Peacock, 1978).

"Community Development," in Encyclopedia of Social Work (New York: National Association of Social Workers, 1971), pp. 1345-1351.

"Social Action: Strategies in Search of Norms," (with Bernard J. Coughlin) in Social Welfare Forum, 1972 (New York: Columbia University Press, 1972), pp. 87-104.

"Environments" in People and Places: Social Work Education and Human Settlements (New York: International Association of Schools of Social Work, 1977), pp. 36-50.

"Social Work and the Human Service," Encyclopedia of Social Work, 18th Edition, Silver Springs, MD.: National Association of Social Workers, 1987.

Contributor to Towards Excellence in Graduate Social Work Education in the United States, Report of the Task Force on Quality in Graduate Social Work Education, National Conference of Deans and Directors of Graduate Schools of Social Work, 1984.

Contributor to Strategic Issues in the Future Role and Structure of Graduate Social Work Education, Report of the Task Force on the Future Role and Structure of Graduate Social Work Education, National Conference of Deans and Directors of Graduate Schools of Social Work, 1983.

Edited (with Bernard Ross) Social Work in Practice (New York: National Association of Social Workers, 1976), pp. 270.

Journal Articles

- "Group Supervision of Social Work Students," The Indian Journal of Social Work, XXIII, 1 (April 1962), pp. 105-114.
- "Recruitment of Students," Social Work Forum, I, 1 (January 1963), pp. 19-24.
- "The Role of Supervision in Social Work Education," The Indian Journal of Social Work, XXIV, 3 (October 1963), pp. 169-180.
- "Population Growth in Asia: Problems and Possible Solutions," Asian Student (May 1965). Reprinted in Population Review (1965).
- "A Profile of the International Technical Assistance Expert in the Social Field," International Social Work, XXIX, (October 1968), pp. 12-19.
- "The U.N. Technical Assistance Programme: Duties of the Expert in the Social Field," International Social Work, XI, 4 (October 1968), pp. 12-19.
- "On Teaching International Social Welfare," (with Richard J. Parvis), Social Work Education Reporter, XVII, 1 (March 1969), pp. 35-38, 65-66. Reprinted in Teaching of Comparative Social Welfare (New York: Council on Social Work Education, 1969).
- "The International Expert in Community Development and Social Welfare - A Comparison," International Review of Community Development, V. 21-22 (1969), pp. 281-298.
- "Role Discrepancies and Professional Socialization: The Case of the Juvenile Probation Officer," (with William C. Brennan), Social Work, XV, 2 (April 1970), pp. 87-94.
- "American Social Workers in Technical Assistance," Applied Social Studies, II, 2 (May 1970), pp. 69-79.
- "Actual and Perceived Role Consensus and Dissensus Between Social Workers and Lawyers in Juvenile Court," (with William C. Brennan), Crime and Delinquency, XVIII, 2 (April 1971), pp. 191-201.
- "Social Work and The Third World," The Social Service Review, XLV, 1 (March 1971), pp. 62-73.
- "A Conceptualization of Social Action," (with Bernard J. Coughlin), The Social Service Review, Vol. 49, No. 1 (March 1975), pp. 1-14.
- "Social Change and Social Action," (with Bernard J. Coughlin), Journal of Sociology and Social Welfare, Vol. III, No. 3 (January 1976), pp. 322-331.

"Development and Peace: The Complex Nexus, Social Development Issues, 11 (2), Spring 1987.

Monograph:

"Manpower for International Technical Assistance in the Social Field," Brandeis University Papers in Social Welfare, No. 18 (1968), pp. 1-51.

Book Reviews in Social Defense; Sociology and Social Research; Journal of Asian Studies; American Sociological Review; Journal of Developing Areas; and the Annals of the American Academy of Political and Social Science.

CONFERENCE PAPERS

Presented papers or presided over sessions of the Association of Schools of Social Work in India; the International Working Party on Strengthening Training Resources for Social Development; Annual Forums of the National Conference on Social Welfare; the National Professional Symposia of the National Association of Social Workers; the Annual Program Meetings of the Council on Social Work Education; the International Congress of Schools of Social Work; the International Conference on Social Welfare; the National Conference of Deans and Directors of Social Work Schools; and the Inter-University Consortium on Social Development.

PROFESSIONAL AND COMMUNAL SOCIETIES:

Council on Social Work Education

Member, House of Delegates (1975-1981)
Member, Advisory Committee on Research Utilization in Social Work Education (1976-1979)
Member, Board of Directors (1978-1981)
Member, Search Committee for Executive Director (1978)
Member, Nominating Committee (1982)
Member, 1984 APM Planning Committee (1983-1984)
Member, Commission on Accreditation (1984-)

National Association of Social Workers

Chairman, Professional Symposium Planning Committee (1978-1979)
Member, Symposium Planning Committee (1974-1977)
Member, Abstract Review Committee (1974-1975)
Member, Book Committee (1974-1977)
Member, Encyclopedia of Social Work Evaluation Committee (1980-1982)
Member, Publications Committee (1983-1984)
Chair, Publications Committee (1984-)
Chair, Executive Director Search Committee (1983-1984)
Member, Board of Directors, Missouri State Chapter of NASW (1975-1976)

National Conference on Social Welfare

Member, Board of Directors (1979-1982)

National Association of Deans and Directors of Social Work Schools

Chairman, Committee on Accreditation (1978-1980)

Member, Task Force on the Future Role and Structure of Graduate
Social Work Education (1982-1983)

Member, Task Force on Quality in Social Work Education (1983-1984)

Member, Executive Committee (1987-)

The Greater St. Louis Chapter of the United Nations Association

Board Member (1972-1973)

Member, Professional Advisory Board (1974-1975)

The India Association of St. Louis

President (1969-1970)

Chairman, Board of Trustees (1980)

Center for the Study of Social Work Practice, University of Pennsylvania

Member, Advisory Committee (1976-1982)

United Way of Greater St. Louis

Member, Board of Directors (1982-)

Member, Executive Committee (1982-1983)

Member, Planning Council (1982-)

Chairman, Evaluation Committee (1982-1985)

Goodwill Industries

Member, Board of Directors (1987-)

JOURNAL EDITING

Chairman, Editorial Board, Journal of Social Service Research

(1976-)

Member, Editorial Review Board, Social Development Issues (1976-)

Member, Editorial Advisory Board, Urban and Social Change Review
(1973-1976)

Editorial Consultant, Journal of International and Comparative Social
Welfare (1984-)

PROGRAM REVIEW EXPERIENCE

Served as chairman or member of accrediting team, external review team,
visiting board, or as a program consultant to schools of social work in
many universities, including the following:

Case Western Reserve University

Colorado State University

Our Lady of the Lake University

Syracuse University

The University of California, Berkeley

The University of Chicago

The Florida International University
The University of Kentucky
The University of Maryland
The University of Michigan
The University of Minnesota
The University of Nebraska
The State University of New York, Buffalo
The University of Texas at Arlington
The University of Utah
West Virginia University

Served as a reviewer or consultant for:

Board of Regents, State University System of Florida
Coordinating Board, Texas College and University System
The State Education Department, The University of the
State of New York

Served as a member of Review Panel for The Children's Bureau

OTHER

Served as Educational Leader of a two-week Clinical Study tour of American social workers to the Soviet Union in June 1984.

Served as Educational Leader of a two-week Clinical Study tour of American social workers to Italy in May and June 1985.

Served as Educational Leader of a two-week Sino-American Social Workers Seminar in China from March 14 to 27, 1986.

Served as Educational Leader of a two-week Clinical Study tour of American social workers to India from October 6 to 20, 1987.

D R A F T

APPENDIX F
STAFF ANALYSIS

85

SOCIAL WORK PROGRAM REVIEW
Executive Summary and Recommendations

This is a follow-up program review of social work education in Florida conducted by the Board of Regents of the State University System of Florida.

Recommendations for BOR Action:

1. There should be a manpower study of the need for an adequate supply of trained, competent social workers. The BOR should request that the Deans and Directors of Social Work help design this study which would combine the funds and interest of PEPC, Community Colleges, the SUS and HRS. The Deans and Directors should coordinate with the BOR staff and report back to the BOR in two years.
2. Universities considering proposing a Ph.D. in the future are FIU and USF; those considering proposing an MSW degree are UWF, FAU, FAMU, and UCF. The BOR should be cautious in approving the development of new graduate programs. New programs should not be started without an adequate provision of faculty, financial support, adequate facilities, and library resources. The BOR granted UWF permission to study the feasibility of offering a Master's of Social work as a result of this study; none of the other programs were determined to be ready to study feasibility at this time.
3. In order to make social work programs available to place-bound students in an efficient and relatively inexpensive manner, several off-campus programs have been offered by FSU. If these programs are to continue, additional resources should be provided to cover faculty travel and other expenses related to transporting a program to another location. The current funding situation provides a disincentive to universities with a statewide mission in their efforts at off-campus program delivery.
4. The BOR should request that the legislature change the language of the statute which makes HRS training funds available to the SUS. The BOR should ask the legislature to expand the list of four eligible universities to include all accredited SUS social work programs. The legislation was written when there were fewer accredited SUS programs and the current restriction prevents more recently accredited institutions from competing for the training funds.
5. The BOR should advise the universities to exercise caution in proposing, and the BOR should exercise caution in approving, ill-defined human service programs in various sectors of the university which do not have rigorous quality assurance and accreditation standards.

6. The Board of Regents should encourage the Universities to develop imaginative and generous efforts at faculty development. As the number of tenured faculty increases, and as new faculty are hired, faculty development and enrichment will assume greater importance. It is critical that the talents and energies of all faculty are utilized.

Recommendations for University action:

FSU

1. It is critical that existing vacancies be filled by senior level faculty who have proven records in research. Special emphasis should be given to recruiting minority faculty members.
2. The school should explore ways of developing stronger linkages with FAMU including student recruitment visits, continuing education projects, and occasional joint faculty meetings.

FAMU

1. The program should be accorded departmental status with a full-time chair for social work and a clearly identified faculty with primary responsibility for instruction of social work students and student related activities.
2. The university must provide adequate resources to the program and the faculty must upgrade the curriculum in order to meet accreditation standards for the next accreditation visit. An MSW is not feasible with present facilities and resources.
3. Every effort should be made to initiate a collaborative endeavor with FSU that would utilize their respective strengths.

USF

1. The number of full-time faculty positions should be increased so that they are brought in line with the national norm.
2. With availability of requisite faculty and staff resources, the social work department should explore the feasibility of offering a part-time master's program, an off-Tampa campus program, and a continuing education program.
3. The social work department, in consultation with appropriate university authorities, should develop a long term plan with regard to an optimum size, design and directions for the social work program which is consonant with the needs of the service population and mission of the university.

FAU

1. The administrative organization of the social work program should be re-examined with a view to developing a separate department of social work. Such an administrative arrangement will be necessary to assure the degree of program autonomy and programmatic integrity required for successful reaccreditation of the program.
2. In the absence of the provision of adequate and stable faculty resources, the university should not plan to initiate an MSW program.

UWF

1. The University should be encouraged to continue its planning interest in bringing graduate social work education to Northwest Florida. It should undertake a comprehensive, indepth feasibility study of the need for an MSW and the resources necessary to provide a quality graduate education program in the area.
2. The University should be encouraged to continue to give attention to strengthening its Center on Aging. Given that aging is of university-wide interest and concern, future developments should be both departmental and interdepartmental. A strengthened Center on Aging could serve as an important vehicle for expanding external funds for education, training, research, and service to the region.

UCF

1. The development of an MSW program appears to be an appropriate aspiration only if the university determines that adequate resources can be allocated to the department. As demonstrated by the FSU off-campus program, there appears to be a significant need for a program which serves the Central Florida area in and around Orlando.

FIU

1. Plan toward an autonomous status for the department at a school level with sufficient resources in administrative support, faculty lines, and faculty development opportunities. This recommendation also entails a position of dean of the school with the necessary resources to support a dean's office.
2. Consider conducting a feasibility study for a social work or an interdisciplinary Ph.D. program in two years.

Recommendations for consideration by all universities:

1. Clerical and secretarial staff support for social work are inadequate and should be increased. In addition to teaching

materials and scholarly writings, social work faculties have a labor intensive student advisement / field practicum responsibility. The support needs exceed those of the more traditional liberal arts disciplines.

2. Financial assistance to students is inadequate in most cases. Professions like social work have low entry level salaries and the low level of support for students serves as a further disincentive to those considering pursuit of a social work career.
3. The vast majority of graduate social work programs in the country are organized as independent schools. At the undergraduate level, programs should be accorded departmental status with the appointment of a chairperson; graduate programs should explore moving toward school status.

Recommendations for Program level consideration:

1. The deans and directors should provide leadership in seeking additional funds from external public and private sources.
2. The statewide relationship between HRS and social work educators needs considerable improvement. The deans and directors should make a concerted and planned effort to enhance this relationship. They should provide leadership in conceptualizing and developing ways of having an impact on the state's social services manpower utilization pattern.
3. The Social Work programs need more visibility at many levels. A realistic and long-range plan to market social work careers and education should be developed in collaboration with the professional community. Greater visibility is needed within the universities in order to encourage students to consider social work as a career. Statewide efforts need to be directed toward upgrading the skills and training of the staff of public agencies.